AL.2.2010-60
c.2

Cree

Language and Culture Nine-year Program

Classroom Assessment Materials

Grade 5

2009

Alberta Education

ALBERTA EDUCATION CATALOGUING IN PUBLICATION DATA

Alberta. Alberta Education. Learning and Teaching Resources Branch.
Cree language and culture nine-year program : grade 5 classroom assessment materials.

ISBN 978–0–7785–7492–7

1. Cree language – Study and teaching (Elementary) – Alberta. 2. Education – Alberta – Curricula. 3. Cree language – Outlines, syllabi, etc. – Alberta. I. Title.

PM989.A333 2009 497.323

For further information, contact:
Learning and Teaching Resources Branch
8th Floor, 44 Capital Boulevard
10044 – 108 Street NW
Edmonton, Alberta T5J 5E6
Telephone: 780–427–2984 in Edmonton or toll-free in Alberta by dialling 310–0000
Fax: 780–422–0576

Copyright ©2009, the Crown in Right of Alberta, as represented by the Minister of Education. Alberta Education, Learning and Teaching Resources Branch, 44 Capital Boulevard, 10044 – 108 Street NW, Edmonton, Alberta, Canada, T5J 5E6.

Every effort has been made to provide proper acknowledgement of original sources. If cases are identified where this has not been done, please notify Alberta Education so appropriate corrective action can be taken.

Permission is given by the copyright owner to reproduce this document for educational purposes and on a nonprofit basis, with the exception of materials cited for which Alberta Education does not own copyright.

Acknowledgements

Alberta Education gratefully acknowledges Edmonton School District No. 7 for writing contributions and language validation over the course of the development of the *Cree Language and Culture Nine-year Program Classroom Assessment Materials, Grade 5.*

Learning and Teaching Resources Branch staff involved in the development, production and distribution of this document includes:

Joan Engel	Director
Greg Bishop	Assistant Director, Resource Development
Alan Chouinard	Assessment Manager, International Languages
Delores Pruden-Barrie	Resource Manager, Aboriginal Languages
Kim Blevins	Document Production Coordinator
Jackie Mosdell	Editor
Bonnie Way	Editor
Lee Harper	Desktop Publishing
Dianne Moyer	Desktop Publishing
Liliya Pantelyuk	Desktop Publishing
Esther Yong	Desktop Publishing
Sandra Mukai	Copyright

©Alberta Education, Alberta, Canada

©Alberta Education, Alberta, Canada

Table of Contents

Purpose 1
About the Assessment Materials 1
How and When to Use the Assessment Materials 2
Principles of Effective Classroom Assessment 3

Calendar 5
- A–5.2 gather and organize information

At the School 11
- A–1.1 share factual information
- A–5.1 discover and explore
- A–5.2 gather and organize information
- CM–2.3 practices and products

Aunties and Uncles 16
- A–4.1 manage personal relationships
- A–5.1 discover and explore

Beliefs 23
- A–5.4 explore perspectives and values
- CM–3.5 diversity

Borrowing from Cree Language 28
- CM–3.5 diversity

Cree Culture 33
- CM–1.1 relationships
- CM–1.2 knowledge of past and present

Getting Along Well 38
- A–5.2 gather and organize information
- A–5.3 solve problems

How Do You Feel? 43
- A–2.2 share emotions, feelings

It Is Fun 48
- A–6.1 humour/fun
- A–6.2 creative/aesthetic purposes
- A–6.3 personal enjoyment

It Is Good to Speak Cree 55
- CM–3.1 relationships

Languages Are Important 60
- CM–2.1 relationships
- CM–3.2 knowledge of past and present

©Alberta Education, Alberta, Canada

Let's Go to a Movie 65
- A–1.1 share factual information

Let's Sing! 70
- A–6.1 humour/fun
- CM–2.3 practices and products
- CM–3.3 practices and products

Looking at Writing 75
- CM–2.4 past and present perspectives

On Friday! 79
- A–3.2 state personal actions
- A–3.3 manage group actions
- CM–3.4 past and present perspectives

Reading Buddy 84
- A–1.1 share factual information
- A–6.3 personal enjoyment
- CM–2.1 relationships

Reading Month 89
- A–2.1 share ideas, thoughts, preferences
- CM–2.3 practices and products
- CM–2.5 diversity

The Cree People 96
- CM–1.3 practices and products
- CM–3.5 diversity

Welcome! 101
- A–1.1 share factual information
- A–4.1 manage personal relationships

What Are You Like? 107
- CM–3.4 past and present perspectives
- CM–3.5 diversity

What Are You Watching? 112
- CM–2.2 knowledge of past and present

Words for Games 117
- A–3.1 guide actions of others
- A–3.3 manage group actions
- A–6.1 humour/fun

©Alberta Education, Alberta, Canada

Classroom Assessment Materials
Grade 5
Cree Language and Culture

Purpose

This document is designed to provide assessment materials for specific Grade 5 outcomes in the Cree Language and Culture Nine-year Program, Grades 4–5–6. The assessment materials are designed for the beginner level in the context of teaching for communicative competence.

Grade 5 learning outcomes from the Cree Language and Culture Nine-year Program, Grades 4–5–6 provided the basis for the development of the performance tasks and accompanying evaluation tools in this document. These assessment materials are intended to be closely linked to classroom practices and are aligned to the general and specific learner outcomes for Grade 5.

About the Assessment Materials

The assessment materials included in this document consist of performance tasks that are accompanied by a variety of evaluation tools that teachers can use to gather evidence and information about student progress and achievement.

These assessment materials focus on the specific Grade 5 outcomes from the *Applications* and *Community Membership* components in the Cree Language and Culture Nine-year Program, Grades 4–5–6. These specific outcomes are identified as Principal Outcomes in each of the performance tasks. Specific outcomes from the *Language Competence* and *Strategies* components that support the Principal Outcomes, and are addressed in the performance tasks, are listed as Supporting Outcomes.

Assessment for Learning and **Assessment of Learning**

The purposes of assessment can be divided into two categories: **assessment for learning** and **assessment of learning**.

Assessment for learning, also referred to as formative assessment, is characterized by the ongoing exchange of information about learning between teacher and student and between student and student. It provides information about student progress, allowing the teacher to make adjustments to best meet the learning needs of an individual student or an entire class. Assessment for learning involves specific, descriptive feedback but is **not** included in a performance grade. Assessment for learning promotes students' understanding of how they are doing in relation to learning outcomes and competence in setting personal learning goals. If students are to become competent users of assessment information, they need to be included in the assessment process.

©Alberta Education, Alberta, Canada

Assessment of learning, also referred to as summative assessment, checks what a student has learned at a given point in time. It most often occurs at the end of a period of instruction; e.g., a unit or term. Assessment of learning information is designed to be summarized in a performance grade and shared with students, parents and others outside the classroom who have a right to know.

Teachers make professional decisions to determine which type of assessment strategy is most appropriate at any given time during the instructional cycle.

How and When to Use the Assessment Materials

- Performance tasks and their accompanying evaluation tools in this document are ordered according to the *Applications* and *Community Membership* outcomes they address. They are not intended to be followed in sequential order.

- Teachers may use the assessment materials at any point during the school year to gather information about how well students perform in relation to specific outcomes from the program of studies.

- Teachers can choose which of the evaluation tools they will use with their students. It is not intended that teachers use all evaluation tools included in this document.

- The assessment materials are designed to be used for the purposes of assessment *for* learning (formative).

- Performance tasks and their accompanying evaluation tools should be adapted according to the language abilities, needs and interests of students.

- It is expected that teachers will use the information they collect in assessments to provide students with ongoing feedback, set learning goals and determine areas for further instruction and intervention.

Assessment of the Strategies Outcomes

As students progress through the year, they should develop an awareness of a range of strategies and begin to apply them to assist their learning of the target language. As students engage in the performance tasks, it is recommended that teachers note students' emerging awareness of *language learning* and *language use* strategies to assist their comprehension and enhance communication.

The performance tasks in this document provide students with experiences that encourage them to use a variety of strategies; e.g., using gestures to aid comprehension, asking for clarification and working with others to complete a task. Strategies that help students complete the performance tasks are listed in the Supporting Outcomes section of each performance task description.

Students' use of strategies can be evaluated by students through self-assessment and by teachers as they observe and conference with students.

©Alberta Education, Alberta, Canada

Principles of Effective Classroom Assessment

- **Assessment is ongoing**
  Assessment is a continuous process in which teachers gather information about student learning and consider it as they plan instruction. Ongoing student assessment facilitates decisions on how to best support student learning while students work toward achieving the outcomes in the program of studies.

  Assessment and evaluation provide feedback to teachers, students and parents about student learning. The goal of this feedback is to help improve students' future performance. The assessment process has no beginning or end; it is a continuous process that enhances teaching and learning.

- **Assessment employs a variety of strategies**
  "The most accurate profile of student achievement is based on the findings gathered from assessing student performance in a variety of contexts."[1] When teachers use a variety of assessment strategies, they are able to communicate about student performance in a range of outcomes in the program of studies.

- **Assessment criteria are clearly communicated**
  Assessment criteria describe what students are expected to do to meet intended learning outcomes. Assessment criteria, written in age-appropriate language, are communicated to students before they begin any assessment activity. Sharing criteria with students empowers them to monitor their learning and tell others about their progress.

- **Assessment involves students**
  Involve students in identifying their learning needs and goals. Facilitate self-assessment, peer assessment, conferencing and goal setting to enhance learning and to allow students to become effective users of assessment information.

- **Assessment demonstrates sensitivity to individual differences**
  Assessment impacts student motivation and self-esteem and, therefore, needs to be sensitive to how individual students learn. Assessment focuses on a student's progress and growth in relation to specific outcomes. Information is shared with students and parents to compare a student's performance with his or her previous performances. This involves ongoing specific and descriptive feedback, i.e., verbal or written, that highlights student strengths and suggests goals for improvement.

In summary, effective classroom assessment:

- addresses specific outcomes in the program of studies
- shares intended specific outcomes with students prior to instruction
- assesses before, during and after instruction
- employs a variety of assessment strategies and evaluation tools to indicate student achievement
- grounds assessment within contexts that are meaningful to students
- shares criteria with students before assessment activity begins
- provides frequent and descriptive specific feedback to students
- facilitates students' communication with others who have a right to know about their progress and achievement
- ensures students can describe what comes next in their learning.

---

1. Alberta Assessment Consortium, *A Framework for Student Assessment* (Edmonton, AB: Alberta Assessment Consortium, 2005), p. 18.

©Alberta Education, Alberta, Canada

The following chart[2] clarifies the differences between assessment of learning and assessment for learning.

Assessment **for** Learning (**formative** assessment)	Assessment **of** Learning (**summative** assessment)
Checks learning to decide what to do next, then provides suggestions of what to do; teaching and learning are indistinguishable from assessment	Checks what has been learned to date
Is designed to help educators and students improve learning	Is designed for the information of those not directly involved in daily learning and teaching (e.g., school administration, parents, school board, Alberta Education, post-secondary institutions) in addition to educators and students
Is used continually to provide descriptive feedback	Is presented in a periodic report
Usually uses detailed, specific and descriptive feedback, in a formal or informal report	Usually compiles data into a single number, score or mark as a formal report
Is not reported as part of an achievement grade	Is reported as part of an achievement grade
Usually focuses on improvement, compared with the student's previous best	Usually compares the student's learning with other students' learning, e.g., norm-referenced—making learning highly competitive, or the standard for a grade level; e.g., criterion-referenced—making learning more collaborative and individually focused
Must involve the student	Does not always involve the student

2. Adapted from Ruth Sutton, unpublished document, 2001, in Alberta Assessment Consortium, *Refocus: Looking at Assessment for Learning* (Edmonton, AB: Alberta Assessment Consortium, 2003), p. 4.

©Alberta Education, Alberta, Canada

For Teacher Use

Kanâwikîsîhkwân / Calendar

Student's Performance Task Description
To help you and your classmates get organized, your teacher has asked you to write your own school calendar, in Cree, to keep in your notebook or locker.

Principal Outcomes	
A-5 To enhance their knowledge of the world	❑ **A-5.2 gather and organize information** a. sequence items in different ways

Supporting Outcomes	
LC-1 Attend to the form of the language	❑ **LC-1.2 orthography** a. be familiar with Roman orthography in words or phrases of personal significance ❑ **LC-1.3 lexicon** a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields
LC-5 Apply knowledge of how the language is organized, structured and sequenced	❑ **LC-5.1 cohesion/coherence** a. sequence elements of a simple story, process or series of events
S-4 General learning	❑ **S-4.1 general learning** a. use a variety of simple strategies, with guidance, to enhance general learning; e.g., use charts to make information easier to understand, reflect on their work

Materials
- Blank paper to create a school calendar
- Available vocabulary regarding times, days of the week, calendar months and words to describe activities and appointments

Alternative Assessment Task
A friend of yours has missed school. Write down all the days, classes and homework your friend has missed. Use a computer program to organize the information into a chart.

©Alberta Education, Alberta, Canada

For Student Use

Kanâwikîsîhkwân / Calendar

Performance Task Description
To help you and your classmates get organized, your teacher has asked you to write your own school calendar, in Cree, to keep in your notebook or locker.

Instructions

1. To create your school calendar in Cree, create a chart or table to fit in all your classes and other parts of the school day; e.g., breaks and a lunch hour.
2. Make sure you are able to find all the Cree words you need to write your timetable; e.g., names of classes, times, days of the week, parts of the day (lunch, dismissal).
3. Create your calendar.

Evaluation Tools

- Teacher Rating Scale
- Teacher Feedback
- Peer Assessment
- Rubric

©Alberta Education, Alberta, Canada

For Teacher Use

Kanâwikîsîhkwân / Calendar: Teacher Rating Scale

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

The student can ...		Yes	A Good Start	Not Yet
A-5.2a	• sequence items in different ways	☐	☐	☐
LC-1.2a	• be familiar with Roman orthography in words or phrases of personal significance	☐	☐	☐
LC-1.3a	• use a repertoire of words and phrases in familiar contexts	☐	☐	☐
LC-5.1a	• sequence elements of a simple story, process or series of events	☐	☐	☐

Strengths

_____

Challenges

_____

Kanâwikîsîhkwân / Calendar: Teacher Rating Scale

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

The student can ...		Yes	A Good Start	Not Yet
A-5.2a	• sequence items in different ways	☐	☐	☐
LC-1.2a	• be familiar with Roman orthography in words or phrases of personal significance	☐	☐	☐
LC-1.3a	• use a repertoire of words and phrases in familiar contexts	☐	☐	☐
LC-5.1a	• sequence elements of a simple story, process or series of events	☐	☐	☐

Strengths

_____

Challenges

_____

©Alberta Education, Alberta, Canada

For Teacher Use

Kanâwikîsîhkwân / Calendar: Teacher Feedback

The teacher comments on the following criteria:
The student ...

A-5.2a	sequence items in a different way
LC-1.3a	use words and phrases in familiar contexts
LC-5.1a	sequence elements of a process or series of events

Pisim/Kisikaw: _____

Dear _____,

When you made your school calendar, I noticed that you ...☺

I also noticed ...

Next time you may want to try ...

From _____

©Alberta Education, Alberta, Canada

Kanâwikîsîhkwân / Calendar: Peer Assessment

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

Kakwecihkemowin niwihten: _____

My reflections on your work

• In your school calendar, I noticed ...	A compliment ...
	Some advice for next time ...

Student Response to Peer Assessment

Ni wîhowin: _____

	When I read my peer's comments on my work ...
S-4.1a	• I realize that I was successful at ...
S-4.1a	• I have learned that next time I could ...

©Alberta Education, Alberta, Canada

For Teacher Use

Kanâwikîsîhkwân / Calendar: Rubric

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

Level / The student ...	Excellent	Very Good	Acceptable	Limited	Insufficient/Blank
A-5.2a, LC-5.1a • **puts items in order**	presents items in the calendar in a **purposeful** order ☐	presents items in the calendar in a **systematic** order ☐	presents items in the calendar in a **simplistic** order ☐	presents items in the calendar in a **haphazard** order ☐	No score is awarded because there is insufficient evidence of student performance, based on the requirements of the assessment task ☐
LC-1.2a, LC-1.3a • **uses familiar language**	uses **relevant**, familiar words, phrases and sentences ☐	uses **appropriate**, familiar words, phrases and sentences ☐	uses **related**, familiar words, phrases and sentences ☐	uses **unrelated** but familiar words, phrases and sentences ☐	

©Alberta Education, Alberta, Canada

Kiskinâmâto-Kamikohk / At the School

Student's Performance Task Description
The First Nations, Métis and Inuit (FNMI) Parent Advisory Committee has offered to buy materials to help support the school's Cree program but they need to know what materials the school has before they purchase anything. Your class has been asked to collect and give this information to the committee. Tour the school to look for evidence of Cree language and culture. Share your observations with others.

Principal Outcomes	
A-1 To share information	❑ **A-1.1 share factual information** c. describe people, places and things
A-5 To enhance their knowledge of the world	❑ **A-5.1 discover and explore** a. investigate the surrounding environment ❑ **A-5.2 gather and organize information** b. share personal knowledge of a topic
CM-2 Others	❑ **CM-2.3 practices and products** b. explore Cree community cultural practices and products

Supporting Outcomes	
LC-1 Attend to the form of the language	❑ **LC-1.3 lexicon** a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields
LC-2 Interpret and produce oral texts	❑ **LC-2.2 speaking** a. produce simple sentences, orally, in guided situations

Materials
- A brainstormed list of possible elements of Cree language and culture; e.g., food, families, clothing
- A list of Cree words for places in the school and prepositions of place; e.g., on, above, in, beside

Alternative Assessment Task
Gather information about the elements of Cree language and culture you observe in your home and community (e.g., in magazines; from CDs, DVDs and art; in the library; on bulletin boards at the grocery store) and create a display. Include a brief description, in Cree, of where each item was found.

©Alberta Education, Alberta, Canada

For Student Use

Kiskinâmâto-Kamikohk / At the School

Performance Task Description

The First Nations, Métis and Inuit (FNMI) Parent Advisory Committee has offered to buy materials to help support the school's Cree program but they need to know what materials the school has before they purchase anything. Your class has been asked to collect and give this information to the committee. Tour the school to look for evidence of Cree language and culture. Share your observations with others.

Instructions

1. With your teacher and classmates, brainstorm some of the people, places and things that you might find in your school that reflect Cree language and culture; e.g., signs, library books, posters, places in the school, people.
2. With your teacher's help, create a chart that you will use to record information about examples of Cree language and culture.

Sample chart

	Tapîskohts / Examples of Culture	*Tanite?* / Where?
1.		
2.		
3.		
4.		
5.		
6.		

3. Take an investigative tour of your school and look for elements of Cree language and culture.
4. Record your results or findings on your chart, in Cree.
5. Use your chart to discuss, in Cree, your observations with classmates and to make a full list of materials to buy for the school.

Evaluation Tools

- Teacher Checklist
- Self-assessment and Goal Setting
- Peer Assessment

©Alberta Education, Alberta, Canada

For Teacher Use

Kiskinâmâto-Kamikohk / At the School: Teacher Checklist

Pîsim/Kîsikaw: _____

The students can ...	A-5.1a investigate the surrounding environment		CM-2.3b identify products of culture in the school		A-5.2b record and share personal knowledge of the topic	
	Yes	Not Yet	Yes	Not Yet	Yes	Not Yet
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						

©Alberta Education, Alberta, Canada

For Student Use

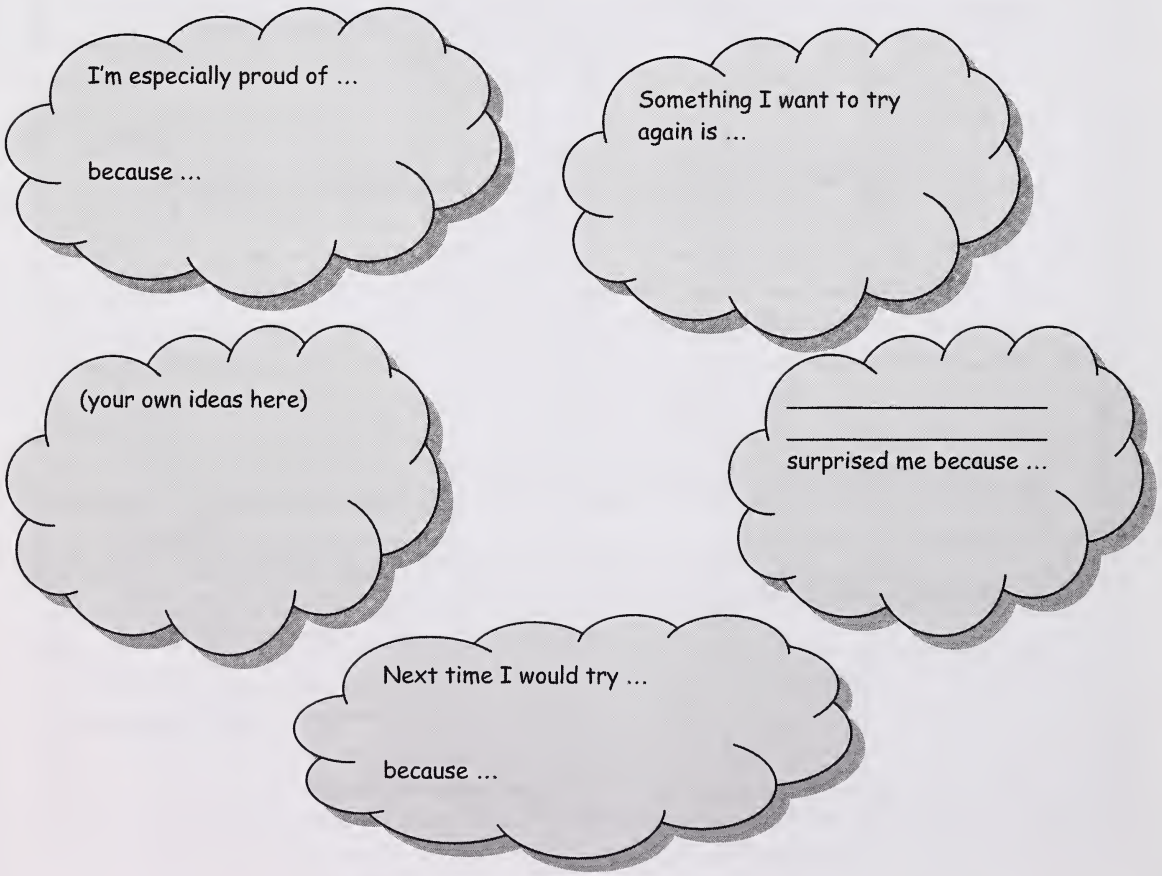
Kiskinâmâto-Kamikohk / At the School: Self-assessment and Goal Setting

*Ni wîhowin:*_____ *Pîsim/Kîsikaw:* _____

Place some of the criteria statements into the appropriate cloud. You can write the same statements twice.

Criteria Statements:

A-5.1a	• finding information in my school about Cree language and culture
A-1.1c	• describing what I found and where I found it
A-5.2b	• using a chart to record what I found
LC-2.2a	• using simple sentences when talking to someone else
CM-2.3b	• exploring Cree community cultural practices and products



©Alberta Education, Alberta, Canada

For Student Use

Kiskinâmâto-Kamikohk / At the School: Peer Assessment

Provide positive feedback to up to four of your classmates using the cards below (A-1.1c, A-5.2b, LC-1.3a, LC-2.2a, CM-2.3b)

Pîsim/Kîsikaw: _____

Criteria: described what elements of Cree language and culture you found in the school and where you found them

Tan´si _____,

When you presented your school investigation, I noticed you ...☺

From _____

Pîsim/Kîsikaw: _____

Criteria: described what elements of Cree language and culture you found in the school and where you found them

Tan´si _____,

When you presented your school investigation, I noticed you ... ☺

From _____

Pîsim/Kîsikaw: _____

Criteria: described what elements of Cree language and culture you found in the school and where you found them

Tan´si _____,

When you presented your school investigation, I noticed you ...☺

From _____

Pîsim/Kîsikaw: _____

Criteria: described what elements of Cree language and culture you found in the school and where you found them

Tan´si _____,

When you presented your school investigation, I noticed you ... ☺

From _____

©Alberta Education, Alberta, Canada

For Teacher Use

Nikâwîsak ekwa nohcawisak / Aunties and Uncles

Student's Performance Task Description

Your teacher would like to know how many aunties and uncles you and your classmates have. Your class will create a bar graph on chart paper to show this information. You and your classmates will also write a comment about one aunt or uncle in your logbooks that explains your feelings about him or her or explains his or her occupation. Share the information from the bar graph and your logbook with a partner.

Principal Outcomes	
A-4 To form, maintain and change interpersonal relationships	❑ **A-4.1 manage personal relationships** b. identify kinship relationships
A-5 To enhance their knowledge of the world	❑ **A-5.1 discover and explore** b. make and talk about personal observations

Supporting Outcomes	
CM-2 Others	❑ **CM-2.5 diversity** a. identify and celebrate the unique qualities of others

Materials

- Graph paper
- Markers
- Pencil crayons
- Cree logbook

Vocabulary

- *Nikâwîs* / my auntie on my mom's side or my uncle's wife
- *Nohcawîs* / my uncle on my dad's side or my auntie's husband
- numbers 1-10
- _____ *nikâwîs* / _____ is my auntie.
  (name) (name)
- _____ *nohcawîs* / _____ is my uncle.
  (name) (name)
- *Nikâwîs atoskew.* / My auntie works.
- *Tant'ey otoskew?* / Where does she work?
- *Nikâwîs* / *Nohcawîs miyotwaw.* / My auntie/uncle is nice.

©Alberta Education, Alberta, Canada

Nikâwîsak ekwa nohcawisak / Aunties and Uncles: Teacher Backgrounder

Aunties and uncles are important relatives in Cree culture as they are almost as involved with a child's life as are the child's parents. In modern life, aunties and uncles may not live close by but children still need to know who their aunties and uncles are and their role in the family.

©Alberta Education, Alberta, Canada

For Student Use

Nikâwîsak ekwa nohcawisak / Aunties and Uncles

Performance Task Description

Your teacher would like to know how many aunties and uncles you and your classmates have. Your class will create a bar graph on chart paper to show this information. You and your classmates will also write a comment about one aunt or uncle in your logbooks that explains your feelings about him or her or explains his or her occupation. Share the information from the bar graph and your logbook with a partner.

Instructions

1. The teacher will ask, "How many aunties and uncles do you have?" Count how many aunties and uncles you have and answer your teacher in Cree.
2. As a class, create a bar graph to show this information. Share your information about your aunties and uncles and plot it on the class graph.
3. After the graph is completed and posted for reference, write a comment or two in your logbook, in Cree, about one aunt or uncle that explains your feelings about him or her or that explains his or her occupation.
4. In Cree, share the information from the bar graph and your logbook with a partner.

Evaluation Tools

- Teacher Checklist
- Self-assessment Rating Scale and Goal Setting
- Self-assessment
- Peer Assessment

©Alberta Education, Alberta, Canada

For Teacher Use

Nikâwîsak ekwa nohcawisak / Aunties and Uncles: Teacher Checklist

Pîsim/Kîsikaw: _____

The students can ...	A-4.1b identify kinship relationships		A-5.1b make and talk about personal observations		CM-2.5a identify and celebrate the unique qualities of others	
	Yes	Not Yet	Yes	Not Yet	Yes	Not Yet
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						

©Alberta Education, Alberta, Canada

For Student Use

Nikâwîsak ekwa nohcawisak / Aunties and Uncles: Self-assessment Rating Scale and Goal Setting

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

	When making a graph and writing in my logbook, I can ...	Yes	Getting There	Not Yet	What I can do to improve ...
A-4.1b	• say how many aunties and how many uncles I have in my family				
A-5.1b	• talk about my aunties and uncles using simple Cree words and phrases				
CM-2.5a	• write something special about an auntie or uncle in my logbook				

The next time I write about my family in Cree, I will ...

©Alberta Education, Alberta, Canada

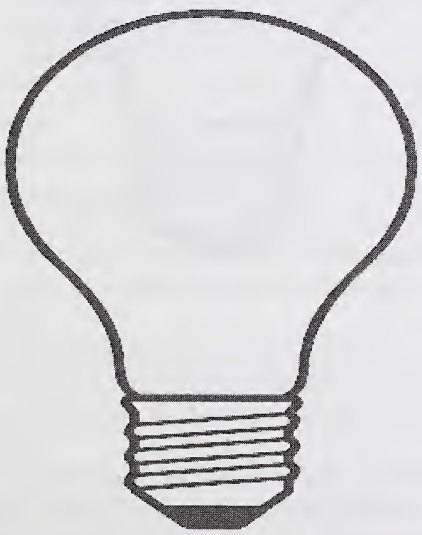
For Student Use

Nikâwîsak ekwa nohcawisak / Aunties and Uncles: Self-assessment

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

Introducing Myself and Exchanging Information

I did these things well ...



I wish I had done this differently ...

©Alberta Education, Alberta, Canada

For Student Use

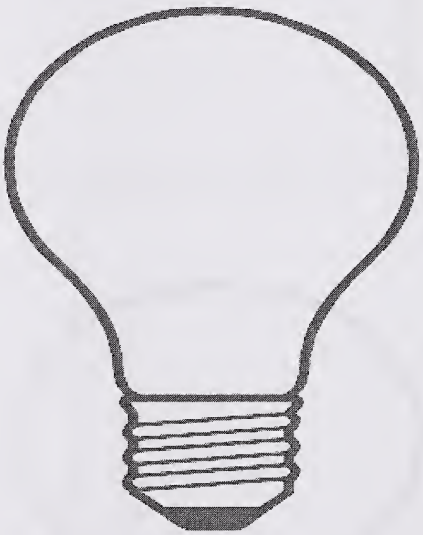
Nikâwîsak ekwa nohcawisak / Aunties and Uncles: Peer Assessment

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

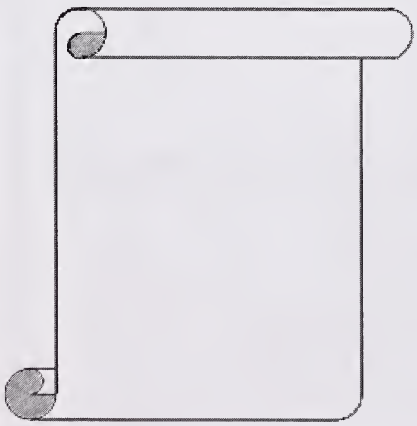
Kakwecihkemowin niwihten: _____

Introducing Myself and Exchanging Information

Some advice for next time ...



I really liked how you did this ...



©Alberta Education, Alberta, Canada

Tapôkehitamôwina / Beliefs

Student's Performance Task Description
In health class, you have been discussing the connection between people's values and their behaviour and how that can lead to differences of opinions. Your teacher thinks this is an interesting topic and asks your Cree class to find examples that illustrate this in a story or legend and then share your findings, in English.

Principal Outcomes	
A-5 To enhance their knowledge of the world	❑ **A-5.4 explore perspectives and values** a. make connections between behaviour and values b. recognize and respect differences in ideas and thoughts
CM-3 Themselves	❑ **CM-3.5 diversity** b. identify and celebrate their own unique strengths and abilities

Supporting Outcomes	
LC-5 Apply knowledge of how the language is organized, structured and sequenced	❑ **LC-5.1 cohesion/coherence** b. link words or groups of words in simple ways

Materials
- Resources from health class that discuss values and behaviour
- A variety of children's texts (e.g., books, comics) that depict characters with opposing values or behaviours (e.g., tipi values and beliefs)
- A brainstormed class list that includes positive (e.g., generosity, friendship), negative (e.g., greed, laziness) and neutral (e.g., privacy) values
- A brainstormed class list of sentence starters (e.g., I think, believe, prefer, like, dislike, agree, disagree) and connecting words (e.g. so, therefore, thus, and, but, because)

Vocabulary
- *Nitehiten* ... / I think ...
- *Nitapôwîkehiten* ... / I believe ...
- *Nawac nimîyeten* ... / I prefer ...
- *Ni mîyeten* ... / I like ...
- *Moya nimiweyiten* ... / I dislike ...
- *Ni wîcehten* ... / I agree ...
- *Moya ni wîcehten* ... / I disagree ...
- *Nimîweyte stamâwâw* ... / I am happy for ...
- *Moya nimîweyte stamâawâw* ... / I am disappointed ...
- *Osâm* ... / Because ...
- *Maka* ... / But ...
- *Taspwac* ... / Therefore ...
- *Ekwa mina* ... / And then ...

©Alberta Education, Alberta, Canada

For Student Use

Tapôkehitamôwina / Beliefs

Performance Task Description

In health class, you have been discussing the connection between people's values and their behaviour and how that can lead to differences of opinions. Your teacher thinks this is an interesting topic and asks your Cree class to find examples that illustrate this in a story or legend and then share your findings, in English.

Instructions

1. With a partner, choose a story or a legend where characters have different points of view and behave in opposite or conflicting ways.
2. You and your partner each choose a character and identify two or three behaviours shown by that character in the story or legend.
3. Decide what values the characters demonstrated by each of these behaviours.
4. Think of one or two places in the story or legend where you observed or imagined the characters to have different beliefs about something.
5. Tell whether or not you share the same values as your character.
6. Explain your character's values and behaviour to your partner, in English. Your partner will explain his or her character's values and behaviour to you. Discuss how the characters' values and behaviour are different.

   Use an organizer such as the following:
   - Title of story or legend _____
   - Character _____
   - Behaviour _____
   - Beliefs demonstrated by these behaviors: (circle one)
     mîyosin / good, *môya mîyosin* / bad, *moya nantaw nitehiten* / neutral

Evaluation Tools
- Observation Checklist
- Self-assessment Rating Scale
- Peer-assessment Rating Scale

©Alberta Education, Alberta, Canada

For Teacher Use

Tapôkehitamôwina / Beliefs: Observation Checklist

Pîsim/Kîsikaw: _____

Criteria: CM-3.5b The student identifies and celebrates their own unique strengths and abilities

Student	Met	Not Yet	I noticed ...
2.	❑	❑	
3.	❑	❑	
4.	❑	❑	
5.	❑	❑	
6.	❑	❑	
7.	❑	❑	
8.	❑	❑	
9.	❑	❑	
10.	❑	❑	
11.	❑	❑	
12.	❑	❑	
13.	❑	❑	
14.	❑	❑	
15.	❑	❑	
16.	❑	❑	
17.	❑	❑	
18.	❑	❑	
19.	❑	❑	
20.	❑	❑	
21.	❑	❑	
22.	❑	❑	
23.	❑	❑	
24.	❑	❑	
25.	❑	❑	
26.	❑	❑	
27.	❑	❑	
28.	❑	❑	
29.	❑	❑	
30.	❑	❑	
31.	❑	❑	

Considerations for future planning

©Alberta Education, Alberta, Canada

For Student Use

Tapôkehitamôwina / Beliefs: Self-assessment Rating Scale

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

I can ...		Yes	Getting There	Not Yet	I know this because ...
A-5.4a	• talk about the behaviour and values of someone else				
LC-5.1b	• use connecting words; e.g., and, then, next, but				
A-5.4b	• identify differences in ideas				
Next time I will ...					

Tapôkehitamôwina / Beliefs: Self-assessment Rating Scale

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

I can ...		Yes	Getting There	Not Yet	I know this because ...
A-5.4a	• talk about the behaviour and values of someone else				
LC-5.1b	• use connecting words; e.g., and, then, next, but				
A-5.4b	• identify differences in ideas				
Next time I will ...					

©Alberta Education, Alberta, Canada

For Student Use

Tapôkehitamôwina / Beliefs: Peer-assessment Rating Scale

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

Kakwecihkemowin niwihten: _____

In our conversation, I noticed you could ...		Yes	Sometimes	No
A-5.4a	• talk about the character's behaviour in the story			
A-5.4b	• agree or disagree with me			
CM-3.5b	• talk about what is special and different about you			
Some advice for next time would be ...				

Tapôkehitamôwina / Beliefs: Peer-assessment Rating Scale

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

Kakwecihkemowin niwihten: _____

In our conversation, I noticed you could ...		Yes	Sometimes	No
A-5.4a	• talk about the character's behaviour in the story			
A-5.4b	• agree or disagree with me			
CM-3.5b	• talk about what is special and different about you			
Some advice for next time would be ...				

©Alberta Education, Alberta, Canada

For Teacher Use

Nitâhtâmôwin Nehiyawewin Ohci / Borrowing from Cree Language

Student's Performance Task Description
Your teacher has asked for your help as he or she would like more information about how to best teach Cree. As your class has had at least one year's experience learning Cree, your teacher thought you and your classmates would be able to tell him or her which similarities between English and Cree have been helpful to remember when learning Cree.

Principal Outcomes	
CM-3 Themselves	❑ **CM-3.5 diversity** a. identify and celebrate the unique characteristics of their family and community

Supporting Outcomes	
S-1 Language learning	❑ **S-1.1 language learning** a. use a variety of simple strategies, with guidance, to enhance language learning; e.g., identify similarities between aspects of the Cree language and English

Materials
- A list of examples of English cognates and words borrowed from Cree; e.g., muskeg, moose, names of schools in Edmonton

Alternative Assessment Task
Your parents have been invited to the school for a special second-languages evening. Pick a Cree-language short story on which you have worked in class. Show your parents how some words from the story are similar to your first language. Explain to your parents how this is helping you learn Cree.

©Alberta Education, Alberta, Canada

Nitâhtâmôwin Nehiyawewin Ohci / Borrowing from Cree Language

Performance Task Description
Your teacher has asked for your help as he or she would like more information about how to best teach Cree. As your class has had at least one year's experience learning Cree, your teacher thought you and your classmates would be able to tell him or her which similarities between English and Cree have been helpful to remember when learning Cree.

Instructions

Create a word list

1. Think about when you listen to and speak in Cree.
2. With a partner, research and write down English words borrowed from Cree; e.g., muskeg, moose, Cree place names and Cree school names.
3. Write down the Cree words that are similar to those in English and that have helped you to learn Cree.
4. Write down anything else about Cree that is similar to English and that has helped you to learn Cree.
5. Take a moment to discuss your word list with your partner to see if there is anything you have forgotten.

With the word list

1. Write a note to your teacher that explains which specific similarities between English and Cree have helped you to learn Cree.

Evaluation Tools
- Teacher Checklist and Feedback
- Self-assessment
- Peer/Self-assessment

©Alberta Education, Alberta, Canada

For Teacher Use

Nitâhtâmôwin Nehiyawewin Ohci / Borrowing from Cree Language: Teacher Checklist and Feedback

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

After reading your list, I noticed that you ...		Yes	No
CM-3.5a	• identified and celebrated the unique characteristics of your family and community		
S-1.1a	• identify similarities between aspects of the Cree language and English		
I liked ...			
A suggestion for next time would be ...			

Nitâhtâmôwin Nehiyawewin Ohci / Borrowing from Cree Language: Teacher Checklist and Feedback

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

After reading your list, I noticed that you ...		Yes	No
CM-3.5a	• identified and celebrated the unique characteristics of your family and community		
S-1.1a	• identify similarities between aspects of the Cree language and English		
I liked ...			
A suggestion for next time would be ...			

©Alberta Education, Alberta, Canada

For Student Use

Nitâhtâmôwin Nehiyawewin Ohci / Borrowing from Cree Language: Self-assessment

Ni wîhowin: _____	*Pîsim/Kîsikaw:* _____
S-1.1a • use simple strategies to enhance language learning	
On my word list, I think my most important point was ...	
I would like to explain more about ...	
I think my observations could help someone else because ...	

Nitâhtâmôwin Nehiyawewin Ohci / Borrowing from Cree Language: Self-assessment

Ni wîhowin: _____	*Pîsim/Kîsikaw:* _____
S-1.1a • use simple strategies to enhance language learning	
On my word list, I think my most important point was ...	
I would like to explain more about ...	
I think my observations could help someone else because ...	

©Alberta Education, Alberta, Canada

For Student Use

Nitâhtâmôwin Nehiyawewin Ohci / Borrowing from Cree Language: Peer/Self-assessment

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

Kakwecihkemowin niwihten: _____

	What I learned from your work	My reflections on your work
CM-3.5a	• What is similar between English and Cree and how does it help you learn Cree?	A compliment ... Some advice for next time ...

Student Response to Peer Assessment

Ni wîhowin: _____

When I read my peer's comments on my work ...

❑ I realize that I was successful at ...

❑ I have learned that next time I could ...

©Alberta Education, Alberta, Canada

Nehiyaw-isîhcikewin / Cree Culture

Student's Performance Task Description
Your Cree class would like to make a display about Cree culture for the bulletin boards in the school. This display will help visitors understand more about the Cree culture. Your class has decided to use modern Cree-language magazines and newspapers to create the display.

Principal Outcomes	
CM-1 Kikâwînaw Askiy (Mother Earth*)	❑ **CM-1.1 relationships** a. participate in harmonious activities and experiences related to *Kikâwînaw Askiy* (Mother Earth*) ❑ **CM-1.2 knowledge of past and present** a. participate in activities and experiences that convey knowledge of past and present *Kikâwînaw Askiy* (Mother Earth*)

Supporting Outcomes	
LC-3 Interpret and produce written and visual texts	❑ **LC-3.3 viewing** a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations

Materials
- Cree-language magazines and newspapers
- Paper, glue, markers, pencil crayons

Alternative Assessment Task
Using the Internet, find Cree Web sites that show Cree culture. Print out these pages and attach a sticky note that explains what aspect of Cree culture is demonstrated. Hand in your pages to your teacher.

Teacher's Note
The student instructions within this performance task include directions to conduct research on the Internet. Students will need teacher guidance when performing such research.

* *Kikâwînaw Askiy* (Mother Earth) and *Omâmawi Ohtâwîmâw* (Creator) are discretionary terms. Some of these tasks require caution and sensitivity on the part of the teacher.

©Alberta Education, Alberta, Canada

For Student Use

Nehiyaw-isîhcikewin / Cree Culture

Performance Task Description

Your Cree class would like to make a display about Cree culture for the bulletin boards in the school. This display will help visitors understand more about the Cree culture. Your class has decided to use modern Cree-language magazines and newspapers to create the display.

Instructions

1. Consider the question, "*Kîkway Nehiyawîhcikewin?*" / "What is Cree culture?"
2. Look through a variety of Cree-language materials (e.g., magazines, newspapers, Web sites, brochures) and look for three examples of culture; e.g., aspects of *Kikâwînaw Askiy* (Mother Earth*), such as animals and their young.
3. Copy, trace or cut out these examples and glue them to your display paper.
4. Include phrases to go with each picture.

   Sample sentence starters
   - *Oma Nehiyaw-îhcikewin osâm ...* / This is an example of Cree culture because ...
   - *Oma ka'masinipayit, kiwapahtenikawinânaw ...* / This picture shows ...
   - *Nikiskeyiten Nehiyawihcikewin osâm ...* / I know this is Cree culture because ...
5. Submit your work.

Evaluation Tools
- Teacher Rating Scale
- Self-assessment
- Peer Assessment

* *Kikâwînaw Askiy* (Mother Earth) and *Omâmawi Ohtâwîmâw* (Creator) are discretionary terms. Some of these tasks require caution and sensitivity on the part of the teacher.

©Alberta Education, Alberta, Canada

For Teacher Use

Nehiyaw-isîhcikewin / Cree Culture: Teacher Rating Scale

Pîsim/Kîsikaw: _____

Student	CM-1.1a participates in activities related to *Kikâwînaw Askiy* (Mother Earth*)			CM-1.2a participates in activities that convey knowledge of past and present *Kikâwînaw Askiy* (Mother Earth*)			LC-3.3a derives meaning from a variety of visuals			Follow-up Needed?
	insightfully	basically	irrelevantly	effectively	basically	ineffectively	effectively	basically	ineffectively	Yes/No
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
18.										
19.										
20.										
21.										
22.										
23.										
24.										
25.										
26.										
27.										
28.										
29.										
30.										

* *Kikâwînaw Askiy* (Mother Earth) and *Omâmawi Ohtâwîmâw* (Creator) are discretionary terms. Some of these tasks require caution and sensitivity on the part of the teacher.

©Alberta Education, Alberta, Canada

For Student Use

Nehiyaw-isîhcikewin / Cree Culture: Self-assessment

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

The picture I included is of ...	CM-1.1a, CM-1.2a I know this is about culture because ...
	⇨
	⇨
	⇨
	⇨
	⇨

On my bulletin board display, I tried to ...

Something I could do to improve my display is ...

©Alberta Education, Alberta, Canada

For Student Use

Nehiyaw-isîhcikewin / Cree Culture: Peer Assessment

Students can choose one of the following criteria to make a positive comment:
(CM-1.1a, CM-1.2a) gave information about why the picture shows culture
(CM-1.1a, CM-1.2a) used real Spanish sources to find your information

Pîsim/Kîsikaw: _____

Criteria:

Tan´si _____,

On your bulletin board display, I noticed that you ... ☺

From _____

Pîsim/Kîsikaw: _____

Criteria:

Tan´si _____,

On your bulletin board display, I noticed that you ... ☺

From _____

Pîsim/Kîsikaw: _____

Criteria:

Tan´si _____,

On your bulletin board display, I noticed that you ... ☺

From _____

Pîsim/Kîsikaw: _____

Criteria:

Tan´si _____,

On your bulletin board display, I noticed that you ... ☺

From _____

©Alberta Education, Alberta, Canada

For Teacher Use

Mîyowîcetôwin / Getting Along Well

Student's Performance Task Description
The First Nations, Métis and Inuit (FNMI) Parent Advisory Committee has concerns about fighting at school and on the bus. Your teacher wants to help and has volunteered to go to the next committee meeting to offer solutions to the problem. Your teacher has asked your Cree class to discuss the problem and come up with possible solutions.

Principal Outcomes	
A-5 To enhance their knowledge of the world	❑ **A-5.2 gather and organize information** b. share personal knowledge of a topic ❑ **A-5.3 solve problems** a. experience meaning through a variety of problem-solving stories

Supporting Outcomes	
LC-1 Attend to the form of the language	❑ **LC-1.3 lexicon** a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields
LC-3 Interpret and produce written and visual texts	❑ **LC-3.2 writing** a. produce simple written sentences in guided situations
CM-2 Others	❑ **CM-2.1 relationships** a. contribute to, and cooperate in, activities with others, and practise friendliness

Materials
- Chart paper
- Pens, markers
- A brainstormed list of solutions

Alternative Assessment Task
Your Cree teacher has noticed that many of your classmates are spending class time complaining about problems at home; e.g., "I want more time on the computer" or "My mom says my room is messy". Your teacher has offered to help you discuss these problems and find solutions. Discuss the problems, their possible solutions and choose a solution to present to your parents.

©Alberta Education, Alberta, Canada

Mîyowîcetôwin / Getting Along Well

Performance Task Description
The First Nations, Métis and Inuit (FNMI) Parent Advisory Committee has concerns about fighting at school and on the bus. Your teacher wants to help and has volunteered to go to the next committee meeting to offer solutions to the problem. Your teacher has asked your Cree class to discuss the problem and come up with possible solutions.

Instructions

1. In a small group, discuss any incidents of fighting that you may have heard about.
2. Brainstorm ideas about how to deal with these incidents.

   Sample phrases
   - *Mîyosin, ka miyowecihtohk.* / It is good to get along.
   - *Nawac ta miyowecitohk.* / Better to get along.
   - *Môya naweyicihtohk.* / Do not tease in a mean way.
3. In a small group, write your ideas on a chart.
4. Share your chart with the rest of the class.
5. Decide which solutions should be presented to the FNMI Parent Advisory Committee.

Evaluation Tools
- Teacher Rating Scale
- Teacher Checklist
- Self-assessment Rating Scale and Goal Setting

©Alberta Education, Alberta, Canada

For Teacher Use

Mîyowîcetôwin / Getting Along Well: Teacher Rating Scale

C = consistency, F = frequently, O = occasionally, R = rarely

Pîsim/Kîsikaw: _____

Student	CM-2.1a cooperates in activities				A-5.2b records and shares personal knowledge about fighting at school				LC-3.2a produces simple sentences in guided situations				Follow-up Needed? Yes/No
	C	F	O	R	C	F	O	R	C	F	O	R	
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
12.													
13.													
14.													
15.													
16.													
17.													
18.													
19.													
20.													
21.													
22.													
23.													
24.													
25.													
26.													
27.													
28.													
29.													
30.													

©Alberta Education, Alberta, Canada

For Teacher Use

Mîyowîcetôwin / Getting Along Well: Teacher Checklist

Pîsim/Kîsikaw: _____

The students can ...	A-5.3a use problem-solving stories to find a solution		A-5.2b share personal experiences of fights at school		CM-2.1a cooperate with others and be friendly	
	Yes	Not Yet	Yes	Not Yet	Yes	Not Yet
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						

©Alberta Education, Alberta, Canada

For Student Use

Mîyowîcetôwin / Getting Along Well:
Self-assessment Rating Scale and Goal Setting

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

When solving the problem, I could ...		Yes	Getting There	Not Yet	What I can do to improve ...
A-5.3a	• say what the problem was				
A-5.3a	• help suggest solutions to the problem				
A-5.3a	• pick a solution to the problem				
A-5.2b, CM-2.1a	• tell someone else what I know about friendliness and getting along with others				
CM-2.1a	• cooperate and practise friendliness as solutions to a problem				
LC-1.3a	• say simple words and phrases				
The next time I help solve a problem in Cree, I will ...					

©Alberta Education, Alberta, Canada

Tân´si Kitamacihon? / How Do You Feel?

Student's Performance Task Description
Your Cree class has been listening to simple Cree stories. Your teacher will read your Cree class a story where the characters share their feelings (e.g., laughter, happiness and sadness) about different events in the story. With a partner, you will discuss what happened to the characters, why you think they felt the way they did and how you would feel in the same situation.

Principal Outcomes	
A-2 To express emotions and personal perspectives	❑ **A-2.2 share emotions, feelings** a. identify emotions and feelings b. express and respond to a variety of emotions and feelings

Supporting Outcomes	
LC-2 Interpret and produce oral texts	❑ **LC-2.1 listening** a. understand short, simple oral texts in guided situations
LC-5 Apply knowledge of how the language is organized, structured and sequenced	❑ **LC-5.2 text forms** a. recognize some simple oral and written text forms

Materials
- Simple stories, written in Cree, in which characters share their feelings (some stories should have illustrations and clear titles to be shown to students)

©Alberta Education, Alberta, Canada

Tân´si Kitamacihon? / How Do You Feel?

Performance Task Description

Your Cree class has been listening to simple Cree stories. Your teacher will read your Cree class a story where the characters share their feelings (e.g., laughter, happiness and sadness) about different events in the story. With a partner, you will discuss what happened to the characters, why you think they felt the way they did and how you would feel in the same situation.

Instructions

1. Your teacher will read a story to you and your classmates.

2. Use the pictures in the storybook to help you understand the events in the story and how the characters felt about those events.

3. With your partner, talk about how the characters felt and why you think they felt that way. Use the sentence starters below to help you with your discussion.

   Sentence starters
   - *Nimîyaiwâten ohci* ... / I am happy about ...
   - *Nikesinâtehiten ohci* ... / I am sad about...
   - *Niwawîyatîtenohci* ... / I am amused about ...

4. Share your observations with your classmates.

Evaluation Tools
- Self-assessment Rating Scale
- Peer-assessment Rating Scale
- Teacher Rating Scale

©Alberta Education, Alberta, Canada

For Student Use

Tân´si Kitamacihon? / How Do You Feel?: Self-assessment Rating Scale

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

I can ...	Yes	A Good Start	Not Yet	I know this because ...
A-2.2a • identify the characters' feelings in the story				
A-2.2b • express how I feel about the story				
LC-2.1a, LC-5.2a • understand the story				

©Alberta Education, Alberta, Canada

For Student Use

Tân´si Kitamacihon? / How Do You Feel?: Peer-assessment Rating Scale

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

Kakwecihkemowin niwihten: _____

In our conversation, I noticed you could ...		Yes	Sometimes	No
A-2.2a, A-2.2b	• talk about the different emotions and feelings the characters felt in the story			
LC-2.1a, LC-5.2a	• understand what happened in the story			
Some advice for next time would be ...				

Tân´si Kitamacihon? / How Do You Feel?: Peer-assessment Rating Scale

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

Kakwecihkemowin niwihten: _____

In our conversation, I noticed you could ...		Yes	Sometimes	No
A-2.2a, A-2.2b	• talk about the different emotions and feelings the characters felt in the story			
LC-2.1a, LC-5.2a	• understand what happened in the story			
Some advice for next time would be ...				

©Alberta Education, Alberta, Canada

For Teacher Use

Tân´si Kitamacihon? / How Do You Feel?: Teacher Rating Scale

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

Criteria	Excellent	Very Good	Satisfactory	Not Yet
The student...				
A-2.2a • identifies emotions and feelings	●	●	●	●
A-2.2b • expresses and responds to a variety of emotions and feelings	●	●	●	●
LC-2.1a, LC-5.2a • recognizes and understands short, simple oral and written texts	●	●	●	●

Comments

©Alberta Education, Alberta, Canada

For Teacher Use

Haw Môcikan / It Is Fun

Student's Performance Task Description
The principal of your school has asked your Cree class to submit a simple humorous comic strip to the school newsletter. Your class has decided to have a contest to choose the comic strip. Create one and enter it in the contest.

Principal Outcomes	
A-6 For imaginative purposes and personal enjoyment	❑ **A-6.1 humour/fun** a. use the language for fun in a variety of activities ❑ **A-6.2 creative/aesthetic purposes** a. use the language creatively ❑ **A-6.3 personal enjoyment** a. use the language for personal enjoyment
Supporting Outcomes	
LC-3 Interpret and produce written and visual texts	❑ **LC-3.2 writing** a. produce simple written sentences in guided situations ❑ **LC-3.4 representing** a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations
LC-5 Apply knowledge of how the language is organized, structured and sequenced	❑ **LC-5.1 cohesion/coherence** a. sequence elements of a simple story, process or series of events ❑ **LC-5.2 text forms** a. recognize some simple oral and written text forms
CM-3 Themselves	❑ **CM-3.2 knowledge of past and present** b. explore and examine family/community traditions and practices

Materials
- Examples of various simple comic strips
- Materials to create original comic strips

Alternative Assessment Task
Your class has been reading cartoons as examples of Cree humour. Use your own sense of humour to write captions, in Cree, for comic strips or picture stories.

©Alberta Education, Alberta, Canada

Haw Môcikan / It Is Fun: Teacher Backgrounder

Humour is very important in Cree culture. The Elders say, "*Mîyosin ta pahpih Iynîkewan*" / "It is good to laugh, it is healing." Although the outcomes addressing humour, fun and personal enjoyment are found in the Applications component in the program of studies, they can also be taught as cultural values. Most Cree gatherings feature humorous storytelling, even at wakes and meetings. Humorous stories are traditionally used as exchanges to provide a tension breaker during gatherings.

©Alberta Education, Alberta, Canada

For Student Use

Haw Môcikan / It Is Fun

Performance Task Description

The principal of your school has asked your Cree class to submit a simple humorous comic strip to the school newsletter. Your class has decided to have a contest to choose the comic strip. Create one and enter it in the contest.

Instructions

1. Look at the examples of different comic strips to get ideas for writing your own comic strip.
2. With your classmates, brainstorm about humour used in traditional Cree practices.
3. Choose one of these situations and think about how you could tell this story. Make sure your comic strip is respectful.
4. Create your own comic strip, using simple Cree sentences and pictures to express your message.
5. Submit your comic strip to the teacher.

Evaluation Tools

- Teacher Rating Scale
- Self-assessment Rating Scale and Teacher Feedback
- Peer-assessment Rating Scale
- Rubric

©Alberta Education, Alberta, Canada

For Teacher Use

Haw Môcikan / It Is Fun: Teacher Rating Scale

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

In the comic strip, the student can ...		Yes	A Good Start	Not Yet
A-6.1a, A-6.2a	• demonstrate humour and creativity			
LC-3.2a	• produce simple sentences in guided situations			
LC-5.1a, LC-5.2a	• sequence events in a logical way			
LC-3.4a	• use visuals to express meaning			
CM-3.2b	• use humour to explore and examine family/ community traditions and practices			

✂ ----------

Haw Môcikan / It Is Fun: Teacher Rating Scale

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

In the comic strip, the student can ...		Yes	A Good Start	Not Yet
A-6.1a, A-6.2a	• demonstrate humour and creativity			
LC-3.2a	• produce simple sentences in guided situations			
LC-5.1a, LC-5.2a	• sequence events in a logical way			
LC-3.4a	• use visuals to express meaning			
CM-3.2b	• use humour to explore and examine family/ community traditions and practices			

©Alberta Education, Alberta, Canada

Haw Môcikan / It Is Fun: Self-assessment Rating Scale and Teacher Feedback

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

Haw Môcikan / It Is Fun: Self-assessment Rating Scale

	In my comic strip, I can ...	Yes	A Good Start	Not Yet
LC-3.2a, LC-5.1a	• tell a simple story			
A-6.1a, A-6.2a	• write a funny story			
LC-3.2a	• use illustrations to go with my story			
A-6.3a, LC-5.2a	• show a funny situation			
LC-3.4a	• use pictures and captions to tell my story			

When I think about making a comic strip, I ...

What I would do next time is ...

Haw Môcikan / It Is Fun: Teacher Feedback

Based on the criteria above, I ...

©Alberta Education, Alberta, Canada

Haw Môcikan / It Is Fun: Peer-assessment Rating Scale

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

Kakwecihkemowin niwihten: _____

You can ...		Yes	Getting There	Not Yet	Feedback
A-6.1a, A-6.2a	• use the language creatively and for fun				
LC-5.1a, LC-5.2a, LC-3.2a	• tell a story that makes sense in your comic strip				
LC-3.4a, A-6.3a	• use pictures to tell your story and make it funny				
Something I really liked about your comic strip was ...					
Some advice for next time would be ...					

©Alberta Education, Alberta, Canada

For Teacher Use

Haw Môcikan / It Is Fun: Rubric

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

Level / The student ...	Excellent	Very Good	Acceptable	Limited	Insufficient/Blank
A-6.1a, A-6.2a • **uses the language to express creativity and for fun**	uses the language **effectively** to express creativity and for fun ☐	uses the language **thoughtfully** to express creativity and for fun ☐	uses the language **simplistically** to express creativity and for fun ☐	uses the language **ineffectively** to express creativity and for fun ☐	No score is awarded because there is insufficient evidence of student performance, based on the requirements of the assessment task ☐
LC-3.2a, LC-5.1a • **writes simple sentences to sequence events**	writes **precise** simple sentences to sequence events in an **insightful** manner ☐	writes **correct** simple sentences to sequence events in a **logical** manner ☐	writes **partially correct** simple sentences to sequence events in a **simplistic** manner ☐	writes **incorrect** simple sentences and/or the sequence of events is **confusing** ☐	
LC-3.4a • **uses visuals to support presentation**	uses **compelling** visuals to support presentation ☐	uses **effective** visuals to support presentation ☐	uses **predictable** visuals to support presentation ☐	may use visuals but they **do little** to support presentation ☐	
CM-3.2b • **uses the comic strip to explore Cree traditions**	explores Cree traditions **insightfully** ☐	explores Cree traditions **appropriately** ☐	explores Cree traditions **simplistically** ☐	explores Cree traditions **ineffectively** ☐	

©Alberta Education, Alberta, Canada

Mîyosin Ka Nehiyâweyahk / It Is Good to Speak Cree

Student's Performance Task Description
Another elementary school in your community is starting a Cree-language program and wants to promote the program to parents. You and your classmates have been asked to share how learning a second language, and how learning about another culture, is useful. Provide the elementary school with a list of reasons to offer a Cree-language program so that the school can promote it.

Principal Outcomes	
CM-3 Themselves	❑ **CM-3.1 relationships** a. express their own concept of themselves and extend that understanding to include new ideas and perspectives

Supporting Outcomes	
S-4 General learning	❑ **S-4.1 general learning** a. use a variety of simple strategies, with guidance, to enhance general learning; e.g., participate in brainstorming

Materials
- Chart paper or a whiteboard to record student responses
- A brainstormed list of student-generated ideas about the personal uses and benefits of knowing another language

Alternative Assessment Task
Your class has been asked to prepare materials to promote second-language programs for a display at the local mall. Create a poster that represents the ways in which you have been able to use your knowledge of Cree language and culture, as well as other languages and cultures.

©Alberta Education, Alberta, Canada

For Student Use

Mîyosin Ka Nehiyâweyahk / It Is Good to Speak Cree

Performance Task Description

Another elementary school in your community is starting a Cree-language program and wants to promote the program to parents. You and your classmates have been asked to share how learning a second language, and how learning about another culture, is useful. Provide the elementary school with a list of reasons to offer a Cree-language program so that the school can promote it.

Instructions

1. Think about how learning Cree has been helpful to you or to someone you know.
2. With your classmates, brainstorm answers to the following sentence: "It is good to speak Cree because ..."
3. Think about how knowing about other languages and cultures has been helpful to you.
4. With your classmates, participate in a discussion about other languages and cultures.
5. Create a list of all of the ways that learning about other languages and cultures has been helpful to you.

Evaluation Tools

- Observation Checklist
- Teacher Checklist
- Self-assessment Rating Scale

©Alberta Education, Alberta, Canada

For Teacher Use

Mîyosin Ka Nehiyâweyahk / It Is Good to Speak Cree: Observation Checklist

Pîsim/Kîsikaw: _____

Criteria: S-4.1a The student participates in paired and group discussions to generate ideas and share personal responses

Student	Uses Strategies	Not Yet	I noticed ...
1.	❑	❑	
2.	❑	❑	
3.	❑	❑	
4.	❑	❑	
5.	❑	❑	
6.	❑	❑	
7.	❑	❑	
8.	❑	❑	
9.	❑	❑	
10.	❑	❑	
11.	❑	❑	
12.	❑	❑	
13.	❑	❑	
14.	❑	❑	
15.	❑	❑	
16.	❑	❑	
17.	❑	❑	
18.	❑	❑	
19.	❑	❑	
20.	❑	❑	
21.	❑	❑	
22.	❑	❑	
23.	❑	❑	
24.	❑	❑	
25.	❑	❑	
26.	❑	❑	
27.	❑	❑	
28.	❑	❑	
29.	❑	❑	
30.	❑	❑	

Considerations for future planning:

©Alberta Education, Alberta, Canada

For Teacher Use

Mîyosin Ka Nehiyâweyahk / It Is Good to Speak Cree: Teacher Checklist

Pîsim/Kîsikaw: _____

The students can ...	CM–3.1a • express how learning Cree has been helpful		S–4.1a • use strategies to enhance general learning of the Cree language; e.g., participate in brainstorming	
	Yes	A Good Start	Yes	A Good Start
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				

©Alberta Education, Alberta, Canada

For Student Use

Mîyosin Ka Nehiyâweyahk / It Is Good to Speak Cree: Self-assessment Rating Scale

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

	During the It Is Good to Speak Cree task, I could ...	Yes	A Good Start	Not Yet
CM-3.1a	• talk about how knowing about Cree language and culture is helpful			
S-4.1a	• share my ideas and experiences in a class discussion			

Mîyosin Ka Nehiyâweyahk / It Is Good to Speak Cree: Self-assessment Rating Scale

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

	During the It Is Good to Speak Cree task, I could ...	Yes	A Good Start	Not Yet
CM-3.1a	• talk about how knowing about Cree language and culture is helpful			
S-4.1a	• share my ideas and experiences in a class discussion			

©Alberta Education, Alberta, Canada

For Teacher Use

Pîkiskwewina eh Kihcehitamink / Languages Are Important

Student's Performance Task Description
Your school principal is considering expanding your school's second-language program and would like to know how knowing other languages and cultures is valuable. Share your thoughts with your school principal.

Principal Outcomes	
CM–2 Others	❑ **CM–2.1 relationships** a. contribute to, and cooperate in, activities with others, and practise friendliness
CM–3 Themselves	❑ **CM–3.2 knowledge of past and present** a. explore kinship and community

Supporting Outcomes	
S–3 Cultural learning	❑ **S–3.1 cultural learning** a. use a variety of simple strategies, with guidance to enhance cultural learning; e.g., reflect upon your thinking processes and how you learn, keep a learning log
S–4 General Learning	❑ **S–4.1 general learning** a. use a variety of simple strategies, with guidance, to enhance general learning; e.g., participate in cooperative learning activities

Materials
- Chart paper or a whiteboard to record responses

Alternative Assessment Task
Write to a grandparent or other older relative who does not live near you and tell them about your Cree class. Explain to your relative why you think knowing Aboriginal languages and cultures is helpful.

©Alberta Education, Alberta, Canada

Pîkiskwewina eh Kihcehitamink / Languages Are Important

Performance Task Description
Your school principal is considering expanding your school's second-language program and would like to know how knowing other languages and cultures is valuable. Share your thoughts with your school principal.

Instructions

1. Think about how learning Cree has been helpful to you or to someone you know.
2. With your classmates, brainstorm answers to the following sentence: "Learning Cree has been helpful because ..."
3. Think about how knowing about other languages and cultures has been helpful to you.
4. With your classmates, participate in a discussion about other languages and cultures.
5. In a language learning log, journal or in your notebook, write down your thoughts about:
   a. how learning Cree has been helpful to you
   b. how other languages and cultures you know about have been helpful to you.

Evaluation Tools
- Teacher Rating Scale
- Self-assessment Rating Scale and Teacher Feedback
- Self-assessment

©Alberta Education, Alberta, Canada

For Teacher Use

Pîkiskwewina eh Kihcehitamink / Languages Are Important: Teacher Rating Scale

Pîsim/Kîsikaw: _____

	CM-2.1a contribute to and cooperate in activities with others, and practise friendliness			S-4.1a use a variety of simple strategies, with guidance, to enhance general learning		
The students can ...	Yes	A Good Start	Not Yet	Yes	A Good Start	Not Yet
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						

©Alberta Education, Alberta, Canada

Pîkiskwewina eh Kihcehitamink / Languages Are Important: Self-assessment Rating Scale and Teacher Feedback

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

Pîkiskwewina eh Kihcehitamink / Languages Are Important: Self-assessment Rating Scale

	In this activity ...	Yes	A Good Start	Not Yet
CM-2.1a	• I contributed to, and cooperated in, activities with others			
CM-3.2a	• I explained how I can use Cree in my community			

Please notice ...

If I could participate in a similar activity again, I would ...

Pîkiskwewina eh Kihcehitamink / Languages Are Important: Teacher Feedback

Regarding your self-assessment, I would like to tell you ...

©Alberta Education, Alberta, Canada

For Student Use

Pîkiskwewina eh Kihcehitamink / Languages Are Important: Self-assessment

Ni wîhowin: _____	*Pîsim/Kîsikaw:* _____
CM-2.1a	• Cooperating with classmates in activities can help me because ...
CM-3.2a	• Talking about the Cree community where I live is beneficial because ...
S-4.1a	• Participating in a class discussion can help me because ...
S-3.1a	• Writing my thoughts about the Cree language and culture can help me because ...

Pîkiskwewina eh Kihcehitamink / Languages Are Important: Self-assessment

Ni wîhowin: _____	*Pîsim/Kîsikaw:* _____
CM-2.1a	• Cooperating with classmates in activities can help me because ...
CM-3.2a	• Talking about the Cree community where I live is beneficial because ...
S-4.1a	• Participating in a class discussion can help me because ...
S-3.1a	• Writing my thoughts about the Cree language and culture can help me because ...

©Alberta Education, Alberta, Canada

Cikâstesteh Payiciketân / Let's Go to a Movie

Student's Performance Task Description
Your family is going to the movies and you are allowed to invite a friend. Your friend needs more information about the movie so that he or she can ask permission to go with you.

Principal Outcomes	
A-1 To share information	❑ **A-1.1 share factual information** a. ask for and provide basic information b. respond to simple, predictable questions

Supporting Outcomes	
LC-1 Attend to the form of the language	❑ **LC-1.3 lexicon** a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields
LC- Interpret and produce oral texts	❑ **LC-2.3 interactive fluency** a. engage in simple interactions, using simple sentences
S-2 Language use	❑ **S-2.1 language use** a. use a variety of simple strategies, with guidance, to enhance language use; e.g., use brainstormed words and phrases to construct questions and responses

Materials
- An overhead transparency of current information about movies playing in local movie theatres
- A list of brainstormed phrases and sentence prompts to post in the classroom
- Copies of movie listings for student use

Alternative Assessment Task
Your parents have allowed you to invite two friends over for the evening and your friends need more information so they can ask permission to come over; e.g., where you live, the telephone number, what time the evening starts and ends. Give this information, in Cree, to your friends.

©Alberta Education, Alberta, Canada

For Student Use

Cikâstesteh Payiciketân / Let's Go to a Movie

Performance Task Description
Your family is going to the movies and you are allowed to invite a friend. Your friend needs more information about the movie so that he or she can ask permission to go with you.

Instructions

1. To help you think about what movie you will choose, look at some examples of movies playing in the local movie theatre.
2. From the listing, pick a movie for your family and your friend to see.
3. Use the following sentence starters to invite your friend to the movie and answer his or her questions.

   Sample sentence starters
   - *Ki nehteh wâpahten cî cikâsteh payicikan?* / Do you want to go see a movie?
   - *Ninoteh wapahten* _____. / I want to see _____.
   - *Ki nôteh wîcewin?* / Do you want to come with me?
   - *Tantahto tipahikan?* / What time is the movie?
   - *Kiko cikâsteh pâyicikan mana?* / Which movie is it?
   - *Cokastehpayicikan* _____ *kawâpahtenaw.* / We will watch the movie _____ at _____.
4. Work with a partner to role-play the situation. Take turns playing each role.

Evaluation Tools
- Teacher Checklist
- Self-assessment
- Peer-assessment Rating Scale

©Alberta Education, Alberta, Canada

For Teacher Use

Cikâstesteh Payiciketân / Let's Go to a Movie: Teacher Checklist

Pîsim/Kîsikaw: _____

	A-1.1a, LC-1.3a ask for relevant information		A-1.1a, A-1.1b, LC-1.3a provide relevant information	
The students can ...	Yes	Not Yet	Yes	Not Yet
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				

©Alberta Education, Alberta, Canada

For Student Use

Cikâstesteh Payiciketân / Let's Go to a Movie: Self-assessment

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

What did I do well...	*Looking back...*	*Looking ahead...*
Criteria A-1.1a • when I gave my partner the information needed? LC-1.3a, S-2.1a • when I used the movie listings to give my partner information?	I also noticed that I need help with ...	next time, I will ...
Criteria A-1.1a, LC-1.3a • when I asked my partner questions to get the information I needed? S-2.1a • when I used the sentence prompts in the classroom?	I also noticed that I need help with ...	next time, I will ...

©Alberta Education, Alberta, Canada

For Student Use

Cikâstesteh Payiciketân / Let's Go to a Movie: Peer-assessment Rating Scale

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

Kakwecihkemowin niwihten: _____

My partner could ...		Yes	Getting There	Not Yet	I know this because ...
A-1.1a, LC-2.3a	• ask me questions				
A-1.1a, LC-2.3a	• give me information about the movie				
A compliment I would like to pay you is ...					
Some advice for next time would be ...					
My partner's response to my feedback ...					

©Alberta Education, Alberta, Canada

For Teacher Use

Nikamôtân! / Let's Sing!

Student's Performance Task Description
Your teacher wants your Cree class to share something about the Cree culture with another group of students. Your class has decided to learn a song, rhyme or chant popular with children your age in the Cree culture and teach it to the other students.

Principal Outcomes	
A-6 For imaginative purposes and personal enjoyment	❑ **A-6.1 humour/fun** a. use the language for fun in a variety of activities
CM-2 Others	❑ **CM-2.3 practices and products** a. observe, understand and participate in family and/or school Cree cultural experiences, practices and activities
CM-3 Themselves	❑ **CM-3.3 practices and products** a. observe and participate in Cree cultural experiences, practices and activities

Supporting Outcomes	
LC-1 Attend to the form of the language	❑ **LC-1.1 phonology** c. use proper pronunciation and intonation with familiar words, phrases and expressions

Materials
- A written copy of a Cree song, rhyme or chant; e.g., a skipping rhyme, clapping chant or popular children's song
- A recording of the song, rhyme or chant to use as a model
- Additional information about the song, rhyme or chant; e.g., its origins, meaning or most common usage

©Alberta Education, Alberta, Canada

Nikamôtân! / Let's Sing!

Performance Task Description
Your teacher wants your Cree class to share something about the Cree culture with another group of students. Your class has decided to learn a song, rhyme or chant popular with children your age in the Cree culture and teach it to the other students.

Instructions

1. With your teacher's help, learn a popular song, rhyme or chant.
2. Learn information about the song, rhyme or chant; e.g., what it means; how it was created; whether children sing it at home, at school or in the community.
3. Practise the song, rhyme or chant until you think you can teach it to someone else.
4. Perform your song, rhyme or chant for your classmates, then tell them some interesting information you found out about it.
5. Teach your song, rhyme or chant to the other students until they can perform it as well.

Evaluation Tools
- Observation Checklist
- Self-assessment
- Peer Assessment

©Alberta Education, Alberta, Canada

For Teacher Use

Nikamôtân! / Let's Sing!: Observation Checklist

Pîsim/Kîsikaw: _____

Criteria: LC-1.1c The student uses comprehensible pronunciation, stress and intonation when producing familiar words or phrases

Student	Met	Not Yet	I noticed ...
1.	❑	❑	
2.	❑	❑	
3.	❑	❑	
4.	❑	❑	
5.	❑	❑	
6.	❑	❑	
7.	❑	❑	
8.	❑	❑	
9.	❑	❑	
10.	❑	❑	
11.	❑	❑	
12.	❑	❑	
13.	❑	❑	
14.	❑	❑	
15.	❑	❑	
16.	❑	❑	
17.	❑	❑	
18.	❑	❑	
19.	❑	❑	
20.	❑	❑	
21.	❑	❑	
22.	❑	❑	
23.	❑	❑	
24.	❑	❑	
25.	❑	❑	
26.	❑	❑	
27.	❑	❑	
28.	❑	❑	
29.	❑	❑	
30.	❑	❑	

Considerations for future planning

©Alberta Education, Alberta, Canada

For Student Use

Nikamôtân! / Let's Sing!: Self-assessment

Ni wîhowin: _____ *Pîsim/kîsikaw:* _____

What did I do well...	*Looking back...*	*Looking ahead...*
Criteria A-6.1a, CM-2.3a, CM-3.3a • when I learned the song, rhyme or chant?	I also noticed that I need help with ...	next time, I will ...
Criteria CM-2.3a, CM-3.3a, LC-1.1c • when I told someone else about the song, rhyme or chant?	I also noticed that I need help with ...	next time, I will ...
Criteria CM-2.3a, CM-3.3a, LC-1.1c • when I taught the song, rhyme or chant to someone else?	I also noticed that I need help with ...	next time, I will ...

©Alberta Education, Alberta, Canada

For Student Use

Nikamôtân! / Let's Sing!: Peer Assessment

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

Name of the student who taught me a song, rhyme or chant _____

You taught me _____

CM-2.3a, CM-3.3a I enjoyed ...	I learned ...

Nikamôtân! / Let's Sing!: Peer Assessment

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

Name of the student who taught me a song, rhyme or chant _____

You taught me _____

CM-2.3a, CM-3.3a I enjoyed ...	I learned ...

©Alberta Education, Alberta, Canada

Akayâsew Masinahikewin / Looking at Writing

Student's Performance Task Description
The friendship centre in your community has asked local Cree-language classes to take turns creating educational bulletin board displays about the Cree language for the centre. Your Cree class has decided to create a bulletin board display showing how the Cree language is spoken and written, using examples from your own community. The display will focus on Cree syllabics and standard Roman orthography.

Principal Outcomes	
CM-2 Others	❑ **CM-2.4 past and present perspectives** a. describe similarities and differences between past and present Cree community experiences, practices, products, perspectives and values, and examine change

Supporting Outcomes	
S-1 Language learning	❑ **S-1.1 language learning** a. use a variety of simple strategies, with guidance, to enhance language learning; e.g., look for patterns and relationships

Materials
- Samples of Cree in Roman orthography and Cree syllabic writing; e.g., menus; pamphlets; information from a cultural centre, public library or the yellow pages; publications from a legion or health clinic

Alternative Assessment Task
Create a poster for display in the classroom that shows an example of the writing system of a different language and a statement about how it is both different from and similar to English.

©Alberta Education, Alberta, Canada

For Student Use

Akayâsew Masinahikewin / Looking at Writing

Performance Task Description

The friendship centre in your community has asked local Cree-language classes to take turns creating educational bulletin board displays about the Cree language for the centre. Your Cree class has decided to create a bulletin board display showing how the Cree language is spoken and written, using examples from your own community. The display will focus on Cree syllabics and standard Roman orthography.

Instructions

1. Think about or look at examples of Cree syllabic writing and Roman orthography.
2. With a partner or in a small group, discuss how each writing system seems both different from and similar to English.
3. With your teacher's help, discuss how the writing systems seem both different from and similar to one another.
4. On a piece of blank paper, paste examples of Cree syllabic writing and Roman orthography. Write a statement about each; e.g., "Syllabics look like _____. Letters in Roman orthography look like _____."
5. Share your writing examples and statements with your classmates.

Evaluation Tools

- Teacher Rating Scale and Checklist
- Self-assessment

©Alberta Education, Alberta, Canada

For Teacher Use

Akayâsew Masinahikewin / Looking at Writing: Teacher Rating Scale and Checklist

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

Criteria		Excellent	Very Good	Satisfactory	Not Yet
CM-2.4a	• identifies differences between the two Cree writing systems	●	●	●	●
CM-2.4a	• identifies similarities and differences between Cree and English	●	●	●	●

Checklist Criteria

The student ...		Yes	Not Yet
CM-2.4a	• describes similarities and differences between writing systems	☐	☐
S-1.1a	• uses a variety of simple strategies, with guidance, to enhance language learning; e.g., look for patterns and relationships	☐	☐

Comments

©Alberta Education, Alberta, Canada

For Student Use

Akayâsew Masinahikewin / Looking at Writing: Self-assessment

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

Criteria: CM-2.4a, S-1.1a The student describes similarities and differences in the writing samples

My sample is from ...	Where does the sample come from?	How is this sample different from other types of writing?	How is this writing similar to other types of writing?

What I have learned about Cree-language writing systems ...

I would like to learn more about ...

©Alberta Education, Alberta, Canada

Nîyano Kîsikakih! / On Friday!

Student's Performance Task Description
Each Friday, your teacher will choose a card that has a suggested *Nîyano Kîsikakih* / On Friday Activity written by a student in your Cree class. The activity will be used to practise Cree in that day's lesson. Think of a *Nîyano Kîsikakih* / On Friday Activity, write it on your card and submit it to your teacher.

Principal Outcomes	
A-3 To get things done	❑ **A-3.2 state personal actions** b. express a wish or a desire to do something ❑ **A-3.3 manage group actions** b. suggest, initiate or direct action in group activities
CM-3 Themselves	❑ **CM-3.4 past and present perspectives** b. understand their own strengths and weaknesses

Supporting Outcomes	
LC-3 Interpret and produce written and visual texts	❑ **LC-3.2 writing** a. produce simple written sentences in guided situations
LC-4 Apply knowledge of the sociocultural context	❑ **LC-4.4 social conventions** a. use basic politeness conventions

Materials
- A brainstormed list of suggested activities to practise Cree

Alternative Assessment Task
Your teacher will be away from school for a day and is not able to get a Cree-speaking substitute. Your teacher has asked each of you to e-mail a short note, in Cree, suggesting an activity you could do to practise Cree while your teacher is away.

©Alberta Education, Alberta, Canada

For Student Use

Nîyano Kîsikakih! / On Friday!

Performance Task Description
Each Friday, your teacher will choose a card that has a suggested *Nîyano Kîsikakih* / On Friday Activity written by a student in your Cree class. The activity will be used to practise Cree in that day's lesson. Think of a *Nîyano Kîsikakih* / On Friday Activity, write it on your card and submit it to your teacher.

Instructions

1. Think of an activity that could be used to practise Cree.
2. Your teacher will give you a small card on which you will write your suggested activity in Cree.

   Sample

   Tan´sih _____ / Greetings _____

   Ni nôhteh _____ (*metawân/itoten/ayamihcikân/osihtân*)
   _____ *nîyâno Kîsikâkih.* / I want to _____
   (play/do/read/make) _____ on Friday.

   Ay-hay, / Thank you,
   Kiwîhowin _____ / Your name _____

3. Submit the card to the teacher.

Evaluation Tools
- Teacher Rating Scale
- Self-assessment Rating Scale
- Teacher or Peer Assessment

©Alberta Education, Alberta, Canada

For Teacher Use

Nîyano Kîsikakih! / On Friday!: Teacher Rating Scale

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

The student can ...		Yes	A Good Start	Not Yet
A-3.3b	• suggest, initiate or direct action in group activities	☐	☐	☐
A-3.2b	• express a wish or a desire to do something	☐	☐	☐
LC-3.2a	• produce simple written sentences in Cree	☐	☐	☐
LC-4.4a	• use basic politeness conventions	☐	☐	☐
CM-3.4b	• express gratitude as a strength in Cree culture	☐	☐	☐

Strengths

_____

Challenges

_____

Nîyano Kîsikakih! / On Friday!: Teacher Rating Scale

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

The student can ...		Yes	A Good Start	Not Yet
A-3.3b	• suggest, initiate or direct action in group activities	☐	☐	☐
A-3.2b	• express a wish or a desire to do something	☐	☐	☐
LC-3.2a	• produce simple written sentences in Cree	☐	☐	☐
LC-4.4a	• use basic politeness conventions	☐	☐	☐
CM-3.4b	• express gratitude as a strength in Cree culture	☐	☐	☐

Strengths

_____

Challenges

_____

©Alberta Education, Alberta, Canada 2009

For Student Use

Nîyano Kîsikakih! / On Friday!: Self-assessment Rating Scale

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

I can ...	Yes	A Good Start	Not Yet	I know this because ...
A-3.3b, A-3.2b • suggest a Friday activity I want to do				
LC-3.2a • write my card, using polite words				
CM-3.4b • express gratitude by saying *ay-hay* / thank you				

©Alberta Education, Alberta, Canada

For Student or Teacher Use

Nîyano Kîsikakih! / On Friday!: Teacher or Peer Assessment

The student or teacher may comment on the following criteria:

The student ...

A-3.2b	expresses a wish or a desire to do something
A-3.3b	suggests action in group activities
LC-3.2a	produces simple written sentences
LC-4.4a	uses basic politeness conventions
CM-3.4b	expresses gratitude as a strength in Cree culture

Pîsim/Kisikaw: _____

Dear _____,

When you made your suggestion card for the On Friday activity, I noticed that you...☺

I also noticed...

Next time you may want to try ...

From _____

©Alberta Education, Alberta, Canada

For Teacher Use

Ayamîhcikew Niwîcehwâkanis / Reading Buddy

Student's Performance Task Description

You have been paired with another Grade 5 student for your school's *Ayamîhcikew Niwîcehwâkanis* / Reading Buddy program. Today is the first day of the program. You will greet your *ayamîhcikew niwîcehwâkanis* / reading buddy, introduce yourself and read a simple Cree-language poem, nursery rhyme or story.

Principal Outcomes	
A-1 To share information	❑ **A-1.1 share factual information** a. ask for and provide basic information
A-6 For imaginative purposes and personal enjoyment	❑ **A-6.3 personal enjoyment** a. use the language for personal enjoyment
CM-2 Others	❑ **CM-2.1 relationships** a. contribute to, and cooperate in, activities with others, and practise friendliness b. practise consideration of, and helpfulness toward, others

Supporting Outcomes	
LC-1 Attend to the form of the language	❑ **LC-1.1 phonology** a. recognize and pronounce basic sounds c. use proper pronunciation and intonation with familiar words, phrases and expressions
LC-2 Interpret and produce oral texts	❑ **LC-2.2 speaking** a. produce simple sentences, orally, in guided situations
LC-4 Apply knowledge of the sociocultural context	❑ **LC-4.4 social conventions** b. use appropriate oral forms of address for people frequently encountered

Materials

- Simple Cree-language reading material appropriate for a Grade 4/5 reading level

Alternative Assessment Task

Create a book tape of you reading a Cree-language poem, nursery rhyme or story to be sent to a Cree school or class of younger students. Before reading your poem, nursery rhyme or story, introduce yourself and the name of the text you will be reading.

©Alberta Education, Alberta, Canada

Ayamîhcikew Niwîcehwâkanis / Reading Buddy

Performance Task Description
You have been paired with another Grade 5 student for your school's *Ayamîhcikew Niwîcehwâkanis* / Reading Buddy program. Today is the first day of the program. You will greet your *ayamîhcikew niwîcehwâkanis* / reading buddy, introduce yourself and read a simple Cree-language poem, nursery rhyme or story.

Instructions

1. Choose the material you want to read to your *ayamîhcikew niwîcehwâkanis* / reading buddy. Practise reading to another classmate first to make sure you are reading clearly and that your pronunciation is correct.

2. When you meet your *ayamîhcikew niwîcehwâkanis* / reading buddy, greet him or her politely and introduce yourself. Tell him or her you will be the *ayamîhcikew niwîcehwâkanis* / reading buddy for this year. Tell him or her which poem, nursery rhyme or story you will be reading.

   Sample dialogue

   - *Tan'si, nitsehkâson* _____. / Hello, my name is _____.
   - *Tansih kitsîhkason?* / What's your name?
   - *Aýamîhcikew niwîhcewâkanis nîya.* / I am your reading buddy for this year.
   - *Anoc Kî wih ayamîhtanaw* _____. / Today we are going to read _____.

3. Read your poem, nursery rhyme or story to your *ayamîhcikew niwîcehwâkanis* / reading buddy. Make sure to read slowly enough to be understood and concentrate on using good pronunciation. Make sure to change your voice when necessary; e.g., if you see a question mark, you will raise your voice; if you are reading a dialogue in which the character is excited about something, you should make your voice sound excited.

Evaluation Tools
- Teacher Checklist
- Self-assessment
- Self-assessment Rating Scale

©Alberta Education, Alberta, Canada

For Teacher Use

Ayamîhcikew Niwîcehwâkanis / Reading Buddy: Teacher Checklist

Pîsim/Kîsikaw: _____

The students can ...	CM-2.1a practise friendliness in relationships with their reading buddies		CM-2.1b practise helpfulness in relationships with their reading buddies		A-6.3a use the language for personal enjoyment	
	Yes	Not Yet	Yes	Not Yet	Yes	Not Yet
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						

©Alberta Education, Alberta, Canada

For Student Use

Ayamîhcikew Niwîcehwâkanis / Reading Buddy: Self-assessment

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

When I read to my reading buddy, I was able to ...	Yes, I did and ...	No, not yet because ...
LC-1.1c • make sure I read with a rhythm, or make sure I put stress on certain words		
LC-1.1a • read certain Cree sounds correctly		
I am proud of how ... **Next time I would ...**		

©Alberta Education, Alberta, Canada

For Student Use

Ayamîhcikew Niwîcehwâkanis / Reading Buddy: Self-assessment Rating Scale

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

In this task I could ...	Yes	Getting there	Not Yet
LC-4.4b, CM-2.1a, CM-2.1b, A-1.1a • introduce myself politely to my reading buddy and ask for his or her name Comments:			
LC-1.1c • use good pronunciation when reading to my reading buddy Comments:			
A-6.3a • use Cree for personal enjoyment Comments:			

Some advice that I would give to others performing this task is ...

©Alberta Education, Alberta, Canada

Ayamihcikew Pîsim / Reading Month

Student's Performance Task Description
It is *Ayamincikew Pisim* / Reading Month at your school. Your class has been reading simple Cree stories or legends. You have been talking about how the stories or legends make you feel and about your favourite parts or characters. As part of an *Ayamincikew Pisim* / Reading Month display in your school, you will create a poster, brochure, letter, card or booklet that illustrates your discussions about a Cree story or legend.

Principal Outcomes	
A-2 To express emotions and personal perspectives	❑ **A-2.1 share ideas, thoughts, preferences** a. identify favourite people, places or things b. express a personal response to a variety of situations
CM-2 Others	❑ **CM-2.3 practices and products** b. explore Cree community cultural practices and products ❑ **CM-2.5 diversity** a. identify the unique qualities of others
Supporting Outcomes	
LC-1 Attend to the form of the language	❑ **LC-1.2 orthography** a. be familiar with Roman orthography in words or phrases of personal significance
LC-3 Interpret and produce written and visual texts	❑ **LC-3.2 writing** a. produce simple written sentences in guided situations ❑ **LC-3.4 representing** a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations
S-2 Language use	❑ **S-2.1 language use** a. use a variety of simple strategies, with guidance, to enhance language use; e.g., use illustrations to aid reading comprehension

Materials
- Visual supports on walls regarding emotions and feelings
- A brainstormed class list of useful vocabulary and structures, e.g., I understand, I want, I feel, I hope, because

Alternative Assessment Task
Using sentence prompts provided by the teacher, interview a classmate about his or her favourite Cree story or poem. Discuss his or her favourite parts or characters and how the story or poem made him or her feel. Talk about the feelings/emotions expressed.

©Alberta Education, Alberta, Canada

For Teacher Use

Ayamihcikew Pîsim / Reading Month: Teacher Backgrounder

The teacher has a choice between reading legends or stories. For the *Nehiyâweyahk* (Cree), legends are usually sacred teaching stories.

A legend has sacred elements and can only be told when there is snow on the ground. Those legends with *Wesâkecahk* as the main character are usually not told in the spring or summer. Stories of the ordinary variety can be told anytime during the year. This, however, may vary from community to community. The Elders in the communities will advise teachers as to the protocol in teaching and telling legends out of season.

Wesâkecahk, the main character in Cree legends, is the trickster. He is everyman, alternately silly or profound, and wanders around Mother Earth* having adventures. These adventures are usually lessons for humans from the animal world.

It is suggested that one of the legends of *Wesâkecahk* be used for this task but other Cree stories are also suitable.

* *Kikâwînaw Askiy* (Mother Earth) and *Omâmawi Ohtâwîmâw* (Creator) are discretionary terms. Some of these tasks require caution and sensitivity on the part of the teacher.

©Alberta Education, Alberta, Canada

Ayamihcikew Pîsim / Reading Month

Performance Task Description

It is *Ayamincikew Pisim* / Reading Month at your school. Your class has been reading simple Cree stories or legends. You have been talking about how the stories or legends make you feel and about your favourite parts or characters. As part of an *Ayamincikew Pisim* / Reading Month display in your school, you will create a poster, brochure, letter, card or booklet that illustrates your discussions about a Cree story or legend.

Instructions

1. Decide how you will share your work; e.g., poster, brochure, letter, card, booklet.
2. Choose a Cree story or legend to share.
3. Share your favourite person, place or thing from the story or legend.
4. Share the different emotions and feelings portrayed in the story or legend.
5. How does the story or legend make you feel?
6. Use the following sentence starters to write your Cree sentences.
   - *Eh ayâmîh cikeyân* _____. / I am reading _____.
   - *Ni mîywehiten* _____ *osâm* _____. / I like _____ because _____.
   - *Kah mamihto'nehitaman* _____ *nitahmacihon* _____. / When I think of _____ I feel _____.
7. Write, in English, about a time you shared the same feelings or experienced a similar situation as those in the story or legend.
8. Create your presentation for the display. Write your Cree sentences and English explanation. Use pictures or other visuals to support your message.

Evaluation Tools

- Teacher Rating Scale
- Self-assessment Rating Scale
- Peer-assessment Rating Scale
- Rubric

©Alberta Education, Alberta, Canada

For Teacher Use

Ayamihcikew Pîsim / Reading Month: Teacher Rating Scale

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

Criteria		Excellent	Very Good	Satisfactory	Not Yet
The student ...					
A-2.1a	• identifies a favourite person, place or thing in the text				
A-2.1b	• expresses a personal response to the story or legend				
LC-3.2a	• writes simple written sentences in Cree				
LC-3.4a, S-2.1a	• uses visuals to express meaning				
CM-2.3b	• makes a personal connection to the *Wesâkecahk* cultural character by knowing his name				
CM-2.5a	• identifies the unique qualities of characters in the story or legend				

Comments

©Alberta Education, Alberta, Canada

For Student Use

Ayamihcikew Pîsim / Reading Month: Self-assessment Rating Scale

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

In this task, I can ...	Yes	Getting There	Not Yet
A-2.1a • share my favourite part or character from the story or legend I know this because ...			
A-2.1b • share how the story or legend made me feel I know this because ...			
CM-2.3b • explain, in English, what I have in common with the character or the situation in the story or legend I know this because ...			
LC-1.2a, LC-3.2a • use the sentence starters my teacher gave me to write my Cree sentences I know this because ...			
LC-3.4a, S-2.1a • use pictures or other visuals to help explain my message I know this because ...			

I am proud of my *Ayamihcikew Pîsim* / Reading Month display because ...

©Alberta Education, Alberta, Canada

For Student Use

Ayamihcikew Pîsim / Reading Month: Peer-assessment Rating Scale

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

Kakwecihkemowin niwihten: _____

You could ...		Yes	Getting There	Not Yet	Feedback
A-2.1b, LC-3.2a	• write, in Cree, how the story or legend made you feel				
A-2.1a, LC-3.2a	• write, in Cree, about your favourite part of the story or legend				
LC-3.4a, S-2.1a	• display your presentation in an interesting way				
Something I really liked about your presentation ...					
Some advice for next time would be ...					
My partner's response to my feedback ...					

©Alberta Education, Alberta, Canada

For Teacher Use

Ayamihcikew Pîsim / Reading Month: Rubric

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

Level / The student ...	Excellent	Very Good	Acceptable	Limited	Insufficient/Blank
A-2.1a, A-2.1b • **expresses feelings about favourite parts of the text**	expresses feelings and identifies favourite parts of the text in an **articulate, detailed and comprehensive** manner ☐	expresses feelings and identifies favourite parts of the text in a **thoughtful** and **complete** manner ☐	expresses feelings and identifies favourite parts of the text in an **appropriate** and **simplistic** manner ☐	expresses feelings and identifies favourite parts of the text in an **superficial** and **vague** manner ☐	No score is awarded because there is insufficient evidence of student performance, based on the requirements of the assessment task ☐
A-2.1b • **makes a personal connection with the text**	makes an **insightful** personal connection with the text ☐	makes a **thoughtful** personal connection with the text ☐	makes a **general** personal connection with the text ☐	makes a **simplistic** personal connection with the text ☐	
LC-1.2a, LC-3.2a • **creates simple sentences and uses familiar words**	creates simple sentences that are **accurate** and uses familiar words **effectively** ☐	creates simple sentences that are **mostly accurate** and uses familiar words **appropriately** ☐	creates simple sentences that are **somewhat accurate** and uses familiar words **simplistically but with occasional errors** ☐	creates simple sentences that are **inaccurate** and/or uses familiar words **inappropriately** ☐	
LC-3.4a, S-2.1a • **uses visuals to support presentation**	uses **vivid** visuals to **significantly enhance** presentation ☐	uses **interesting** visuals to **substantially improve** presentation ☐	uses **simplistic** visuals to **support** presentation ☐	visuals **lack appeal** and/or **do little** to **support** presentation ☐	

©Alberta Education, Alberta, Canada

For Teacher Use

Nehîyawak / The Cree People

Student's Performance Task Description
Your school is holding an Open House where your class will showcase Cree culture. With your teacher, you and your classmates will review your knowledge of Cree culture (e.g., food, clothing, sports) and choose examples to display.

Principal Outcomes	
CM-1 Kikâwînaw Askiy (Mother Earth*)	❑ **CM-1.3 practices and products** a. explore practices and products, related to *Kikâwînaw Askiy* (Mother Earth*), of a specific region or community
CM-3 Themselves	❑ **CM-3.5 diversity** a. identify and celebrate the unique characteristics of their family and community

Supporting Outcomes	
S-4 General learning	❑ **S-4.1 general learning** a. use a variety of simple strategies, with guidance, to enhance general learning; e.g., connect what they already know to what they are learning

Materials
- Small sticky notes or chart paper

Alternative Assessment Task
Your Cree class will conduct a cultural exchange with a Grade 5 class of another language. Think of different aspects of Cree culture and create displays, activities or performances to illustrate them.

* *Kikâwînaw Askiy* (Mother Earth) and *Omâmawi Ohtâwîmâw* (Creator) are discretionary terms. Some of these tasks require caution and sensitivity on the part of the teacher.

©Alberta Education, Alberta, Canada

Nehîyawak / The Cree People: Teacher Backgrounder

This is a broad topic. The teacher will need to focus on a few obvious and visible aspects of Cree culture; e.g., traditional food, clothing, ceremonies, kinship and values. If the teacher decides to focus on ceremonial aspects, proper protocols that are appropriate for each community need to be considered.

©Alberta Education, Alberta, Canada

For Student Use

Nehîyawak / The Cree People

Performance Task Description
Your school is holding an Open House where your class will showcase Cree culture. With your teacher, you and your classmates will review your knowledge of Cree culture (e.g., food, clothing, sports) and choose examples to display.

Instructions

1. Your teacher will give you some sticky notes.
2. On each sticky note, write a single idea or fact about Cree culture; e.g.,
   - the name of a Cree meal
   - a sport that is very popular in Cree communities
   - a concept from the natural world or relationships
   - the name of a modern or traditional piece of clothing
   - a food (wild meat)
   - the name of a ceremony or a traditional way of doing things
   - the name of a family or kinship relationship (auntie).
3. If you are having trouble remembering information about Cree culture, think about how you can find this information around you. Look at the posters on the wall, check in textbooks, look in your notebook or think about a cultural experience you have had.
4. Gather all of your sticky notes and put them on the board.
5. With your teacher's help, create categories; e.g., all the food items would go under a category called *Mîcôwina* / FOODS.
6. Use your categories to help you decide which items to showcase at the Open House; e.g., traditional clothing, musical instruments, objects.

Evaluation Tools
- Student Reflections
- Observation Checklist

©Alberta Education, Alberta, Canada

Nehîyawak / The Cree People: Student Reflections

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

CM-3.5a • identify elements of the culture S-4.1a • simple strategies to enhance general learning; e.g., connect what they already know to what they are learning	When I put my sticky notes on the board to share ideas about Cree culture with the class, I noticed ...
CM-3.5a • identify elements of the culture S-4.1a • simple strategies to enhance general learning; e.g., connect what they already know to what they are learning	After reading all my classmates' sticky notes, what I learned about the uniqueness of Cree culture today was ...

©Alberta Education, Alberta, Canada

For Teacher Use

Nehîyawak / The Cree People: Observation Checklist

Pîsim/Kîsikaw: _____

Criteria: CM-1.3a The student explores practices and products, related to *Kikâwînaw Askiy* (Mother Earth*), of a specific region or community

Student	Yes	Not Yet	Comments
1.	❑	❑	
2.	❑	❑	
3.	❑	❑	
4.	❑	❑	
5.	❑	❑	
6.	❑	❑	
7.	❑	❑	
8.	❑	❑	
9.	❑	❑	
10.	❑	❑	
11.	❑	❑	
12.	❑	❑	
13.	❑	❑	
14.	❑	❑	
15.	❑	❑	
16.	❑	❑	
17.	❑	❑	
18.	❑	❑	
19.	❑	❑	
20.	❑	❑	
21.	❑	❑	
22.	❑	❑	
23.	❑	❑	
24.	❑	❑	
25.	❑	❑	
26.	❑	❑	
27.	❑	❑	
28.	❑	❑	
29.	❑	❑	
30.	❑	❑	

Considerations for future planning

* *Kikâwînaw Askiy* (Mother Earth) and *Omâmawi Ohtâwîmâw* (Creator) are discretionary terms. Some of these tasks require caution and sensitivity on the part of the teacher.

©Alberta Education, Alberta, Canada

Tawâw! / Welcome!

Student's Performance Task Description
You have volunteered to be a part of the welcoming committee for a Cree Elder visiting your class. Your job is to greet the Elder, introduce yourself and help him or her to feel welcome.

Principal Outcomes	
A-1 To share information	❑ **A-1.1 share factual information** a. ask for and provide information
A-4 To form, maintain and change interpersonal relationships	❑ **A-4.1 manage personal relationships** a. initiate relationships

Supporting Outcomes	
LC-2 Interpret and produce oral texts	❑ **LC-2.3 interactive fluency** a. engage in simple interactions, using simple sentences
LC-4 Apply knowledge of the sociocultural context	❑ **LC-4.4 social conventions** a. use basic politeness conventions b. use appropriate oral forms of address for people frequently encountered

Materials
- Visual support about greetings, feelings, asking and telling one's age

Alternative Assessment Task
Your Grade 5 Cree class has invited the Grade 4 Cree class to watch a Cree-language movie for children. You are responsible for inviting Grade 4 students and making them feel welcome in the class.

©Alberta Education, Alberta, Canada

For Student Use

Tawâw! / Welcome!

Performance Task Description
You have volunteered to be a part of the welcoming committee for a Cree Elder visiting your class. Your job is to greet the Elder, introduce yourself and help him or her to feel welcome.

Instructions

1. Find a partner. One person acts as the greeter from the welcoming committee and the other as the Cree Elder.

2. Discuss what information might be exchanged between the greeter and the Elder.

3. Role-play your dialogue, using a circle handshake.

   Sample role-play
   - *Tân´si, Niya nitsihkâson* _____. / Hello, my name is _____.
   - *Tân´si.* / Hello.
   - *Manântow.* / I am fine.
   - *Manântow nista.* / I am fine too.
   - *Ay-hay.* / Thank you.
   - *Tawâw ota.* / You are welcome here.

4. Switch roles.

Evaluation Tools
- Observation Checklist
- Self-assessment Rating Scale and Goal Setting
- Self-assessment
- Peer Assessment

©Alberta Education, Alberta, Canada

For Teacher Use

Tawâw! / Welcome!: Observation Checklist

Pîsim/Kîsikaw: _____

Criteria: A-1.1a, LC-2.3a The student asks for and provides information, and engages in simple interactions, using simple sentences

Student	Yes	Not Yet	Comments
1.	❑	❑	
2.	❑	❑	
3.	❑	❑	
4.	❑	❑	
5.	❑	❑	
6.	❑	❑	
7.	❑	❑	
8.	❑	❑	
9.	❑	❑	
10.	❑	❑	
11.	❑	❑	
12.	❑	❑	
13.	❑	❑	
14.	❑	❑	
15.	❑	❑	
16.	❑	❑	
17.	❑	❑	
18.	❑	❑	
19.	❑	❑	
20.	❑	❑	
21.	❑	❑	
22.	❑	❑	
23.	❑	❑	
24.	❑	❑	
25.	❑	❑	
26.	❑	❑	
27.	❑	❑	
28.	❑	❑	
29.	❑	❑	
30.	❑	❑	

Considerations for future planning

©Alberta Education, Alberta, Canada

For Student Use

Tawâw! / Welcome!:
Self-assessment Rating Scale and Goal Setting

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

When role-playing, I can ...		Yes	Getting There	Not Yet	What I can do to improve ...
A-1.1a	• ask the Elder for information about himself or herself				
A-1.1a	• give information about myself				
A-4.1a, LC-4.4a	• greet someone appropriately				
LC-4.4a, LC-4.4b	• use polite language when talking to someone my own age				
LC-2.3a	• use simple sentences when talking to my partner				
The next time I role-play in Cree, I ...					

©Alberta Education, Alberta, Canada

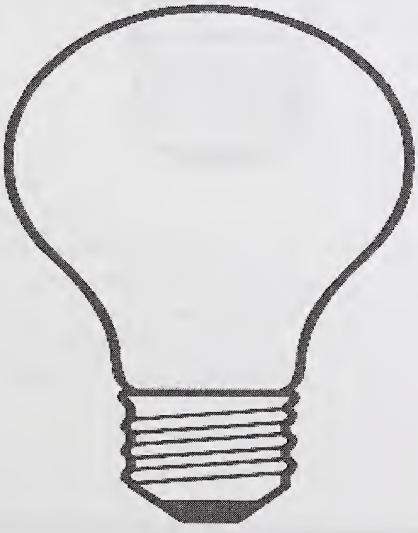
For Student Use

Tawâw! / Welcome!: Self-assessment

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

Introducing Myself and Exchanging Information

I did these things well ...



I wish I had done this differently ...

©Alberta Education, Alberta, Canada

For Student Use

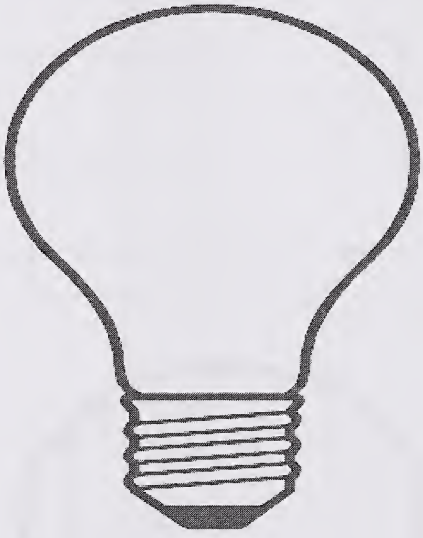
Tawâw! / Welcome!: Peer Assessment

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

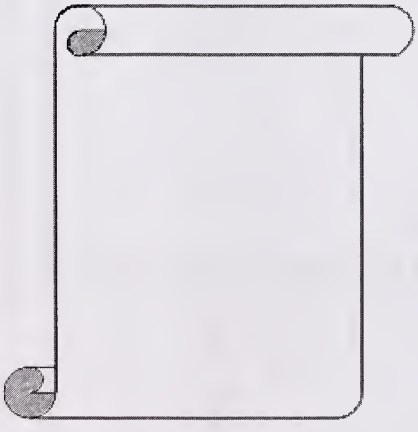
Kakwecihkemowin niwihten: _____

Introducing Myself and Exchanging Information

Some advice for next time ...



I really liked how you did this ...



©Alberta Education, Alberta, Canada

Tân´si Kisiwepisin? / What Are You Like?

Student's Performance Task Description
In health class, you have been talking about the different strengths and abilities people have; e.g. playing the drum and storytelling. Your teacher has asked you and your classmates to fill out a pie chart or bar graph that will represent the different strengths and abilities in your Cree class. You will also write about one of your classmate's strengths or abilities, in Cree.

Principal Outcomes	
CM-3 Themselves	❑ **CM-3.4 past and present perspectives** a. express their own understanding of themselves, their family and their community and explore the perceptions of others ❑ **CM-3.5 diversity** b. identify and celebrate their own unique strengths and abilities

Supporting Outcomes	
S-4 General learning	❑ **S-4.1 general learning** a. use a variety of simple strategies, with guidance, to enhance general learning; e.g., ask questions and record information

Materials
- Chart paper
- Markers/pencil crayons
- Resources from health class that discuss strengths and abilities
- A brainstormed class list of different strengths and abilities

Vocabulary
- *Niwîciwâkan nihtah* / my friend is good at
- *Nikamôh* / to sing
- *Metawew* / to play
- *Kasiskwassew* / to sew
- *Sôskwatihikew* / to skate
- *Nîmihtow* / to dance
- *Âcimow* / to tell stories

©Alberta Education, Alberta, Canada

For Student Use

Tân´si Kisiwepisin? / What Are You Like?

Performance Task Description

In health class, you have been talking about the different strengths and abilities people have; e.g. playing the drum and storytelling. Your teacher has asked you and your classmates to fill out a pie chart or bar graph that will represent the different strengths and abilities in your Cree class. You will also write about one of your classmate's strengths or abilities, in Cree.

Instructions

1. As a class, brainstorm different strengths and abilities; e.g., good storyteller, strong, athletic, generous, good cook, funny.

2. Find a partner. Record what you think your partner's unique strengths and abilities are by writing down what you already know about him or her.

3. Talk to one or two of your classmates, ask them what they think your partner's unique strengths and abilities are and write down that information.

4. Ask your partner to tell you what his or her unique strengths and abilities are. Write down the answers.

5. With your teacher's help, share the information about your partner's unique strengths and abilities with your classmates by entering the information into the pie chart or bar graph.

Evaluation Tools

- Self-assessment Rating Scale
- Teacher Feedback
- Observation Checklist

©Alberta Education, Alberta, Canada

For Student Use

Tân´si Kisiwepisin? / What Are You Like?: Self-assessment Rating Scale

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

	In this task, I could ...	Yes	A Good Start	Not Yet
CM-3.4a	• share information about the unique strengths and abilities of my partner			
CM-3.5b	• explain how my partner is different and/or unique			
S-4.1a	• use a variety of simple strategies to discover my partner's strengths and abilities; e.g., ask questions and record the information			

Tân´si Kisiwepisin? / What Are You Like?: Self-assessment Rating Scale

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

	In this task, I could ...	Yes	A Good Start	Not Yet
CM-3.4a	• share information about the unique strengths and abilities of my partner			
CM-3.5b	• explain how my partner is different and/or unique			
S-4.1a	• use a variety of simple strategies to discover my partner's strengths and abilities; e.g., ask questions and record the information			

©Alberta Education, Alberta, Canada 2009

For Teacher Use

Tân´si Kisiwepisin? / What Are You Like?: Teacher Feedback

The teacher comments on the following criteria:

The student …

CM-3.4a	express understanding and explore perceptions of others
CM-3.5b	identify and celebrate strengths and abilities
S-4.1a	ask questions and record information

Pisim/Kisikaw: _____

Dear _____,

When you shared the information about your partner, I noticed that you…☺

I also noticed…

Next time you may want to try …

From _____

©Alberta Education, Alberta, Canada

For Teacher Use

Tân´si Kisiwepisin? / What Are You Like?: Observation Checklist

Pîsim/Kîsikaw: _____

Criteria: CM-3.4a, CM-3.5b The student expresses their own understanding of another's unique strengths and abilities

Student	Yes	Not Yet	Comments
1.	❑	❑	
2.	❑	❑	
3.	❑	❑	
4.	❑	❑	
5.	❑	❑	
6.	❑	❑	
7.	❑	❑	
8.	❑	❑	
9.	❑	❑	
10.	❑	❑	
11.	❑	❑	
12.	❑	❑	
13.	❑	❑	
14.	❑	❑	
15.	❑	❑	
16.	❑	❑	
17.	❑	❑	
18.	❑	❑	
19.	❑	❑	
20.	❑	❑	
21.	❑	❑	
22.	❑	❑	
23.	❑	❑	
24.	❑	❑	
25.	❑	❑	
26.	❑	❑	
27.	❑	❑	
28.	❑	❑	
29.	❑	❑	
30.	❑	❑	

Considerations for future planning

©Alberta Education, Alberta, Canada

For Teacher Use

Kîkway Kikanawapahten? / What Are You Watching?

Student's Performance Task Description
Your teacher has allowed your class to choose how you would like to learn more about Cree communities. Your class took a vote and decided to watch a Cree-language TV show for children.

Principal Outcomes	
CM-2 Others	❑ **CM-2.2 knowledge of past and present** a. explore a past and a present Cree community

Supporting Outcomes	
LC-2 Interpret and produce oral text	❑ **LC-2.1 listening** a. understand short, simple oral texts in guided situations
LC-4 Apply knowledge of the sociocultural context	❑ **LC-4.3 variations in language** a. acknowledge and accept individual differences in speech
S-2 Language use	❑ **S-2.1 language use** a. use a variety of simple strategies, with guidance, to enhance language use; e.g., listen for key words, infer probable meanings from contextual clues

Materials
- A video recording of a popular Cree-language TV show for children (suggestion: APTN – the Aboriginal Peoples Television Network)
- A list of strategies to help students understand the show

Alternative Assessment Task
Watch a Cree-language TV show for children and write a short article about it for the school newspaper. In your article, state the show's title and write about how Cree communities are reflected in the show. Write about how the Cree-language TV show is similar to other TV shows your classmates might have seen.

©Alberta Education, Alberta, Canada

Kîkway Kikanawapahten? / What Are You Watching?

Performance Task Description
Your teacher has allowed your class to choose how you would like to learn more about Cree communities. Your class took a vote and decided to watch a Cree-language TV show for children.

Instructions

1. Discuss or think about what strategies might help you understand the TV show. Your teacher might stop the show occasionally to check which strategies are working and suggest others.

2. Watch a Cree-language TV show for children that shows a Cree community from either the past or the present.

3. As you watch the show, take notes to record what is similar to shows you watch at home; e.g.,
   - How can you tell who are the good guys or the bad guys?
   - What things, places, people or ideas are similar to what you have seen in TV shows you watch at home?
   - What do you see in the TV show that seems unique to Cree communities?
   - What do you see in the TV show that is similar to something you have experienced with other cultures?
   - How do the characters sound different from one another?

4. After watching the TV show for children, discuss what you have seen. Discuss how the TV show reflected Cree communities.

Evaluation Tools
- Self-assessment
- Self-assessment
- Student Reflections

©Alberta Education, Alberta, Canada 2009

For Student Use

Kîkway Kikanawapahten? / What Are You Watching?: Self-assessment

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

Strategies to Use to Understand Cree in a TV Show

Strategies we thought of in class	S-2.1a How this strategy helped me when watching the TV show for children

The strategy that best helped me understand Cree in the TV show was ...

Because ...

A strategy I would try to use more in the future is ...

©Alberta Education, Alberta, Canada

For Student Use

Kîkway Kikanawapahten? / What Are You Watching?: Self-assessment

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

CM-2.2a

When I watched the Cree-language TV show for children, I noticed the following about Cree communities.

- _____
- _____
- _____
- _____
- _____

LC-4.3a

What I noticed about the way the characters talked was ...

- _____
- _____
- _____
- _____
- _____
- _____

I really liked ...

- _____
- _____
- _____

©Alberta Education, Alberta, Canada

For Student Use

Kîkway Kikanawapahten? / What Are You Watching?: Student Reflections

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

Let me tell you about my learning

1. The part of the Cree-language TV show for children I liked best was ...

2. **LC-2.1a** I understood what the characters were saying when ...

3. I was confused when ...

4. I was surprised when ...

5. A question I have about the TV show is ...

6. Overall, I found the experience of watching a Cree-language TV show for children to be ...

©Alberta Education, Alberta, Canada

©Alberta Education, Alberta, Canada

For Teacher Use

Pekiskewina Ohcih Metawewina / Words for Games

Student's Performance Task Description
Your Cree class loves to play board games and has asked your teacher if you and your classmates can bring in games from home to play in class. Your teacher has agreed to let you play as long as the games are played in Cree. To prepare to play board games from home in Cree class, you will learn several helpful words and phrases.

Principal Outcomes	
A-3 To get things done	❑ **A-3.1 guide actions of others** b. make and respond to a variety of simple requests ❑ **A-3.3 manage group actions** a. ask for help or for clarification of what is being said or done in the group
A-6 For imaginative purposes and personal enjoyment	❑ **A-6.1 humour/fun** a. use the language for fun in a variety of activities
Supporting Outcomes	
LC-2 Interpret and produce oral texts	❑ **LC-2.3 interactive fluency** a. engage in simple interactions, using simple sentences
S-2 Language use	❑ **S-2.1 language use** a. use a variety of simple strategies, with guidance, to enhance language use; e.g., indicate lack of understanding, ask for clarification or repetition when you do not understand

Materials
- Useful game-playing words and phrases, posted in the classroom or on handouts
- Board games

Alternative Assessment Task
Your class is hosting a Cree Games Day for the Grade 4 Cree class. You will be playing a board game or card game with some Grade 4 students and will teach them some common words and phrases used when playing games.

©Alberta Education, Alberta, Canada

For Student Use

Pekiskewina Ohcih Metawewina / Words for Games

Performance Task Description

Your Cree class loves to play board games and has asked your teacher if you and your classmates can bring in games from home to play in class. Your teacher has agreed to let you play as long as the games are played in Cree. To prepare to play board games from home in Cree class, you will learn several helpful words and phrases.

Instructions

1. Your class will decide which favourite games will be brought in from home.
2. Discuss what simple words and phrases are needed to play these favourite games.
3. Help to create a list of useful words, phrases and questions in Cree; e.g.,
   - *Niya ci ekwa?* / Is it my turn?
   - *Awina ekwa?* / Whose turn is it?
   - *Nika otinaw?* / Can I take it?
   - *Nika tihtipinaw?* / Can I roll it?
   - *Kiya ekwa.* / It's your turn.
   - *Namoya, wi ya ekwa.* / No, it's _____'s turn.
   - *Ekwa nîya.* / It's my turn.
   - *Kihtwâm mina itweh?* / Can you repeat that?
   - *Maht' esa wîhcihin?* / Can you help me?
   - Other phrases needed for a specific game
4. Play games from home and have fun using the Cree words, phrases and questions!

Evaluation Tools

- Teacher Checklist
- Self-assessment
- Peer-assessment Rating Scale

©Alberta Education, Alberta, Canada

For Teacher Use

Pekiskewina Ohcih Metawewina / Words for Games: Teacher Checklist

Pîsim/Kîsikaw: _____

The students can ...	A-3.1b make and respond to a variety of simple requests		A-6.1a use the language for fun		LC-2.3a engage in simple interactions	
	Yes	Not Yet	Yes	Not Yet	Yes	Not Yet
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						

©Alberta Education, Alberta, Canada

For Student Use

Pekiskewina Ohcih Metawewina / Words for Games: Self-assessment

Ni wîhowin: _____ *Pîsim/kîsikaw:* _____

What did I do well...	*Looking back ...*	*Looking ahead ...*
Criteria A-3.1b, S-2.1a • when I asked for something; e.g., "Is it my turn?" or "Can I roll the dice?"	I also noticed that I need help with ...	next time, I will ...
Criteria A-3.1b, S-2.1a • when I asked for help or asked someone to repeat something?	I also noticed that I need help with ...	next time, I will ...

©Alberta Education, Alberta, Canada

For Student Use

Pekiskewina Ohcih Metawewina / Words for Games: Peer-assessment Rating Scale

Ni wîhowin: _____ *Pîsim/Kîsikaw:* _____

Kakwecihkemowin niwihten: _____

My partner could ...		Yes	Getting There	Not Yet	I know this because ...
A–3.1b, LC–2.3a	• ask and respond, using game-playing phrases				
A–6.1a	• use Cree for fun				
A–3.3a	• ask for help when needed				
Something you did well was ...					
Some advice for next time would be ...					
My partner's response to my feedback ...					

©Alberta Education, Alberta, Canada

LIBRARY AND ARCHIVES CANADA
Bibliothèque et Archives Canada
3 3286 54490808 6